
North Dakota Family and Consumer Sciences

Content Standards – DRAFT

March 2005



North Dakota Department of Career and Technical Education

Wayne Kutzer, State Director

600 E Boulevard Avenue, Dept. 270

Bismarck, North Dakota 58505-0610

www.state.nd.us/cte



© Copyright by the North Dakota Department of Career and Technical Education, 600 East Boulevard Avenue, Department 270, Bismarck ND 58505-0610, <http://www.state.nd.us/cte>.

Permission to reproduce this material is granted for home, classroom, and workshop use. For all other purposes, please request permission in writing from the North Dakota Department of Career and Technical Education.

No person shall, on the basis of race, sex, color, national origin, religion, age or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.



North Dakota
Family and Consumer Sciences Standards
Writing Team Members

Writing Team Members

Project Director

Penny Veit-Hetletved
Research and Curriculum Administrator
ND Department of Career and Technical Education

State Supervisors

Karen Botine
State Supervisor, Family and Consumer Sciences
ND Department of Career and Technical Education

Vicki Neuharth
Assistant Supervisor, Family and Consumer Sciences
ND Department of Career and Technical Education

Mari Borr
Mandan High School
Mandan

Patrice Gedrose
Washburn High School
Washburn

Carol Buchholz
Napoleon and Wishek High Schools
Napoleon and Wishek

Amy Kram
Rolla High School
Rolla

Bernie Burley
Dakota Learning Systems
Grafton

Merry Manson
Central Campus High School
Minot

Dakota Learning Systems Staff
North Valley Career and Technology Center
Grafton

Deb McKay
Grafton High School
Grafton

Joanne DeMars
Williston High School
Williston

DeAnn Miller-Boschert
North Dakota State University
Fargo

Faye Duncan
MayPort CG High School
Mayville

Marie Wolsky
Bisbee-Egeland High School
Bisbee

Julie Fischer
Hankinson High School
Hankinson

Lori Fleck
ND Youth Correctional Center
Mandan

Table of Contents

Publication Availability	1
Writing Team Member	2
Table of Contents.....	3
Introduction	4
Definitions	4
Overview of Standards	5
Standards at a Glance	6
Standards with Topics	7
Standard 1	9
Cross Walk of Standard 1	13
Standard 2	15
Cross Walk of Standard 2	19
Standard 3	21
Cross Walk of Standard 3	23
Standard 4	25
Cross Walk of Standard 4	29
Standard 5	31
Cross Walk of Standard 5	35
Standard 6	37
Cross Walk of Standard 6	41
Standard 7	43
Cross Walk of Standard 7	47
Standard 8	49
Cross Walk of Standard 8	53
Standard 9	55
Cross Walk of Standard 9	59
Standard 10	61
Cross Walk of Standard 10	65
Standard 11	68
Cross Walk of Standard 11	72
Standard 12	74
Cross Walk of Standard 12	78
References	80



North Dakota
Family and Consumer Sciences Standards

Introduction

The North Dakota Department of Career and Technical Education is committed to developing standards to ensure that each program area offers courses that allow students to acquire essential knowledge and skills. CTE not only provides technical skills and knowledge for students to succeed in careers, but also cross-functional workplace skills such as teamwork, problem solving, and the ability to find and use information. CTE courses also provide the context in which traditional educational goals and academic skills can be enhanced.

The standards process involves the state supervisor(s), the curriculum administrator for this agency, and teachers working directly with the content at hand. Once the standards are written and expectations are clearly defined, the standards are then compared and aligned with national and industry standards.

The Department of Career and Technical Education strongly believes in the importance of academic integration within each program area. The standards produced for each program area are cross walked with the most current academic drafts of English/Language Arts, Library/Technology Literacy, Mathematics, and Science. Where appropriate, standards will also be cross walked with other academic areas.



Definitions

For each standard, one or more topic statements have been identified. Measurable competencies are included for each topic. The competencies are categorized into three divisions: Introductory, Core, and Advanced.

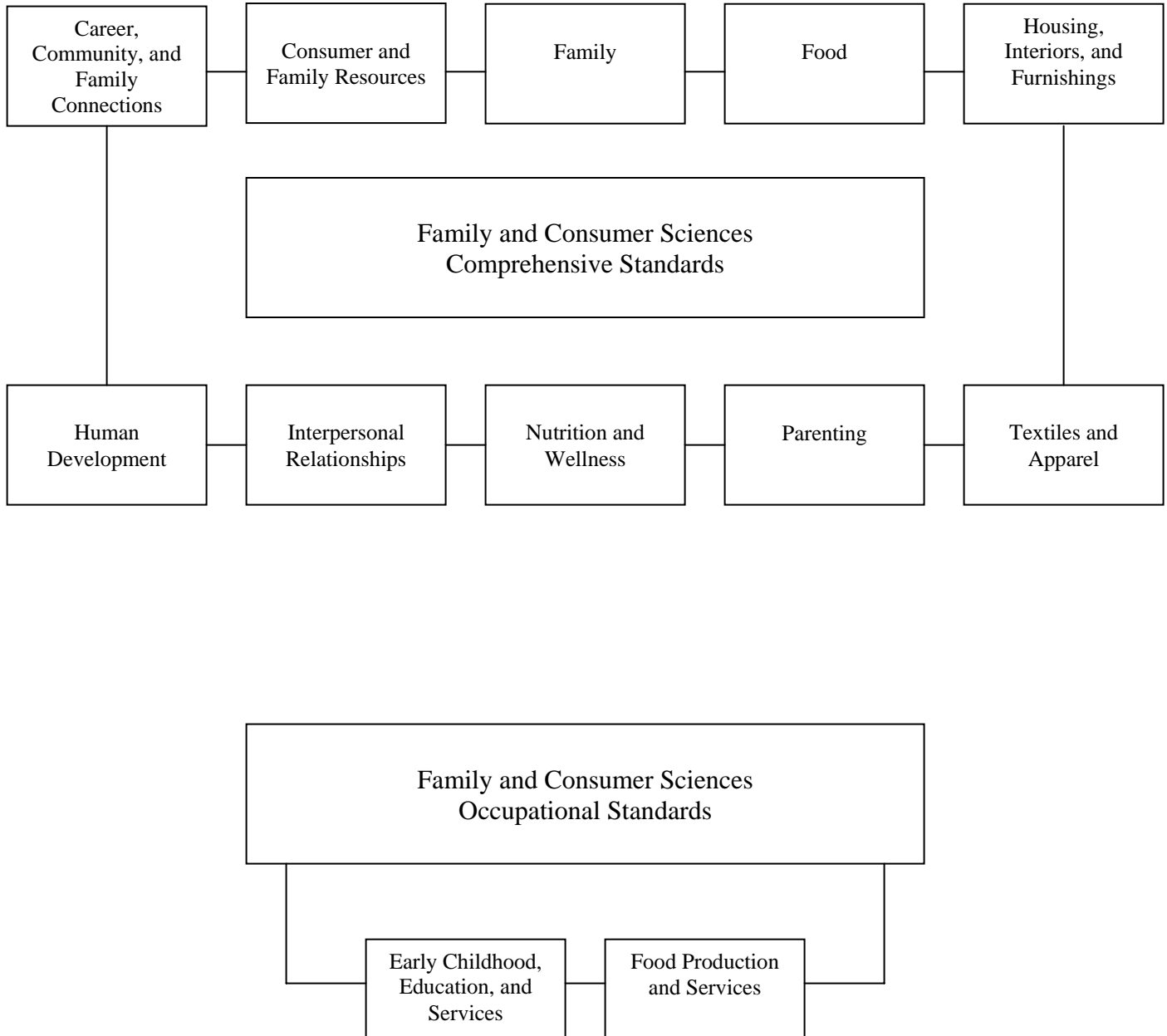
Introductory:	Knowledge Acquisition—Learners at this level explore and become more aware of the content within the subject.
Core:	Application—Learners at this level experience acquired knowledge by applying it to familiar situations and to themselves.
Advanced:	Reflection—Learners at this level analyze, synthesize, judge, assess, and evaluate knowledge in accord with their own goals, values, and beliefs, and/or real situations.

Each standard also has *Keys to Employability*. These skills are listed within each standard as a tool for teachers to think about the soft skills needed today. The skills are in no particular order and are deemed equally important. The eight skills are based on materials gathered from the North Dakota Career Resource Network and the National Career Development Guidelines.

Keys to Employability

Basic Skills	Interpersonal
Thinking Skills	Information
Personal Qualities	Systems
Resources	Technology





COMPREHENSIVE STANDARDS

- 1.0 CAREER, COMMUNITY, AND FAMILY CONNECTIONS
 - Integrate multiple life roles and responsibilities in family, work, and community settings.
- 2.0 CONSUMER AND FAMILY RESOURCES
 - Evaluate management practices related to the human, economic, and environmental resources.
- 3.0 FAMILY
 - Evaluate the significance of family and its impact on the well-being of individuals and society.
- 4.0 FOOD
 - Demonstrate knowledge and basic skills needed for food preparation and dietary choices.
- 5.0 HOUSING, INTERIORS, AND FURNISHINGS
 - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings.
- 6.0 HUMAN DEVELOPMENT
 - Analyze factors that impact human growth and development.
- 7.0 INTERPERSONAL RELATIONSHIPS
 - Demonstrate respect and caring relationships in the family, workplace, and community.
- 8.0 NUTRITION AND WELLNESS
 - Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- 9.0 PARENTING
 - Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
- 10.0 TEXTILES AND APPAREL
 - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel.

OCCUPATIONAL STANDARDS

- 11.0 EARLY CHILDHOOD, EDUCATION, AND SERVICES
 - Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
- 12.0 FOOD PRODUCTION AND SERVICES
 - Integrate knowledge, skills, and practices required for careers in food production and services.

CONTENT STANDARDS

1.0 CAREER, COMMUNITY, AND FAMILY CONNECTIONS

- Integrate multiple life roles and responsibilities in family, work, and community settings.
 - 1.1 Analyze strategies to manage multiple life roles and responsibilities.
 - 1.2 Identify transferable and employability skills.
 - 1.3 Analyze the impact of individual and family participation in community activities.
-

2.0 CONSUMER AND FAMILY RESOURCES

- Evaluate management practices related to the human, economic, and environmental resources.
 - 2.1 Demonstrate management of individual and family resources.
 - 2.2 Analyze the relationship of the environment to family and consumer resources.
 - 2.3 Identify consumer rights and responsibilities.
 - 2.4 Describe interrelationships between consumer actions and the economic system.
 - 2.5 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
-

3.0 FAMILY

- Evaluate the significance of family and its impact on the well-being of individuals and society.
 - 3.1 Analyze the impact of family as a system on individuals and society.
 - 3.2 Analyze the influence of diversity on individuals, families, and society.
-

4.0 FOOD

- Demonstrate knowledge and basic skills needed for food preparation and dietary choices.
 - 4.1 Demonstrate food safety and sanitation procedures
 - 4.2 Demonstrate selection, use, and care of food preparation equipment
 - 4.3 Investigate principles of nutrition regarding food choices
 - 4.4 Examine historical, cultural, and social diversity regarding food.
 - 4.5 Demonstrate skills for preparing food
-

5.0 HOUSING, INTERIORS, AND FURNISHINGS

- Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings.
 - 5.1 Examine individual and family needs, goals, and resources for housing, interiors, and furnishings.
 - 5.2 Evaluate design decisions in relation to available resources and options.
 - 5.3 Analyze influences on architectural and furniture design.
 - 5.4 Examine floor plans and furniture arrangement.
 - 5.5 Evaluate the use of housing and interior furnishings and products in meeting individual and family needs.
 - 5.6 Demonstrate how to plan, organize, and maintain an efficient home environment.
-

6.0 HUMAN DEVELOPMENT

- Analyze factors that impact human growth and development.
 - 6.1 Describe principles of human growth and development across the life span.
 - 6.2 Describe conditions that influence human growth and development.
 - 6.3 Identify strategies that promote growth and development across the life span.
-

CONTENT STANDARDS CONTINUED...

7.0 INTERPERSONAL RELATIONSHIPS

- Demonstrate respect and caring relationships in the family, workplace, and community.
 - 7.1 Describe functions and expectations of various types of relationships
 - 7.2 Identify personal needs and characteristics and their impact on interpersonal relationships
 - 7.3 Demonstrate communication skills that contribute to positive relationships
 - 7.4 Evaluate conflict prevention and management techniques
 - 7.5 Demonstrate teamwork and leadership skills
 - 7.6 Demonstrate behaviors that support healthy interpersonal relationships

8.0 NUTRITION AND WELLNESS

- Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 - 8.1 Describe factors that influence nutrition practices across the life span
 - 8.2 Explain the nutritional needs of individuals and families in relation to health and wellness across the life span
 - 8.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span
 - 8.4 Evaluate factors that affect food safety, from production to consumption
 - 8.5 Evaluate the impact of science and technology on food composition, safety, and other issues
 - 8.6 Apply wellness practices that enhance individual and family wellness

9.0 PARENTING

- Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
 - 9.1 Identify roles and responsibilities of parenting
 - 9.2 Evaluate parenting practices that influence human growth and development
 - 9.3 Identify external support systems that provide services for parents
 - 9.4 Analyze physical and emotional factors related to beginning the parenting process

10.0 TEXTILES AND APPAREL

- Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel.
 - 10.1 Evaluate fiber and textile materials.
 - 10.2 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.
 - 10.3 Demonstrate apparel and textiles design skills.
 - 10.4 Evaluate consumer skills necessary for textiles and apparel purchasing.
 - 10.5 Examine historical, cultural, and social influences on textiles and apparel.

11.0 EARLY CHILDHOOD, EDUCATION, AND SERVICES

- Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
 - 11.1 Analyze career paths within early childhood, education, and services.
 - 11.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
 - 11.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
 - 11.4 Demonstrate a safe and healthy learning environment for children.
 - 11.5 Demonstrate techniques for positive collaborative relationships with children.
 - 11.6 Demonstrate professional practices and standards related to working with children.

12.0 FOOD PRODUCTION AND SERVICES

- Integrate knowledge, skills, and practices required for careers in food production and services.
 - 12.1 Analyze career paths within the food production and food services industries.
 - 12.2 Demonstrate food safety and sanitation procedures.
 - 12.3 Demonstrate selecting, using, and maintaining food production equipment.
 - 12.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.
 - 12.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.
 - 12.6 Demonstrate implementation of food service management functions.
 - 12.7 Demonstrate the concept of internal and external customer service.

Standard 1: Career, Community and Family Connections – Integrate multiple life roles and responsibilities in family, work, and community settings. (*Based on National Standard # 1*)

Topic 1: Analyze strategies to manage multiple life roles and responsibilities.

Student Competencies

Core

- 1.1.1 List and describe trends in the workplace and community that impact individuals and families (e.g., policies, issues, ethics, worker benefits, etc.)
- 1.1.2 Describe how individual career goals can affect the family
- 1.1.3 Set personal goals for learning and leisure
- 1.1.4 Predict the potential impact of career path decisions on balancing work and family

Advanced

- 1.1.5 Analyze the impact of social, economic, and technological change on work and family dynamics
- 1.1.6 Develop a life plan for achieving individual, family, and career goals

Keys to Employability

Basic Skills

- 1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- 2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- 3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- 4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
- 5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills

- 1. Creative Thinking→ Generates new ideas.
- 2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- 3. Problem Solving→ Recognizes problems and devises and implements plan of action.
- 4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
- 5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
- 6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 1: Career, Community and Family Connections – Integrate multiple life roles and responsibilities in family, work, and community settings. *(Based on National Standard # 1)*

Topic 2: Identify transferable and employability skills.

Student Competencies

Introductory

- 1.2.1 Apply communication skills (e.g., reading, writing, speaking, etc.)

Core

- 1.2.2 Explore a variety of careers with emphasis on those requiring Family and Consumer Sciences skills (e.g., Textiles and Clothing, Food Production, Hospitality and Tourism, Interior Design, Food Science, etc.)
- 1.2.3 List job seeking and job keeping skills
- 1.2.4 Demonstrate teamwork and leadership skills
- 1.2.5 Examine work ethics and professionalism (e.g., dress, emails at work, gossip, theft, etc.)

Advanced

- 1.2.6 Develop strategies to manage the impact of changing technologies in workplace settings
- 1.2.7 Examine factors that contribute to maintaining safe and healthy work and community environments

Keys to Employability

Personal Qualities

1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
5. Integrity/Honesty→ Chooses ethical courses of action.

Resources

1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal

1. Participates as a Member of a Team→ Contributes to group effort.
2. Teaches Others New Skills
3. Serves Clients/Customers→ Works to satisfy customers' expectations.
4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Standard 1: Career, Community and Family Connections – Integrate multiple life roles and responsibilities in family, work, and community settings. (*Based on National Standard # 1*)

Topic 3: Analyze the impact of individual and family participation in community activities.

Student Competencies

Introductory

- 1.3.1 List opportunities for community involvement.
- 1.3.2 Identify benefits of community service.

Core

- 1.3.3 Develop a plan for involvement in community activities.
- 1.3.4 Identify skills that provide beneficial services to the community.

Advanced

- 1.3.5 Examine community resources and systems of formal and informal support available to individuals and families.
- 1.3.6 Examine the impact of public policies, agencies, and institutions on the family.

Keys to Employability

Information

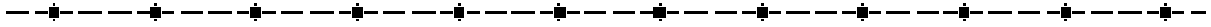
- 1. Acquires and Evaluates Information
- 2. Organizes and Maintains Information
- 3. Interprets and Communicates Information
- 4. Uses Computers to Process Information.

Systems

- 1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
- 2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
- 3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology

- 1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
- 2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
- 3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.



Standard 1: Career, Community and Family Connections → Integrate multiple life roles and responsibilities in family, work, and community settings. (Based on National Standard # 1)

Academic Cross Walk

English Language Arts

- 9.1.2. Cross-reference information.
- 9.1.3. Evaluate relevancy of information.
- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.2.7. Access prior knowledge to interpret meaning
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.1.1. Form questions to focus research.
- 10.1.4. Use relevant information.
- 10.1.5. Organize information from a variety of sources into a unified whole.
- 10.1.9. Develop an outline
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.1.2. Evaluate and incorporate information from primary sources; e.g., interviews and surveys.
- 11.1.5. Synthesize information in a logical sequence.
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.2.6. Apply prior knowledge of content to interpret meaning of text
- 11.3.1. Gather information supporting multiple sides of an issue
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 11.5.5. Evaluate the impact of media messages on daily life and politics
- 12.1.1. Plan a research strategy.
- 12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint
- 12.5.3. Evaluate instances of gender equity and political correctness in media messages

Health

- 8.2.1 Know strategies for stress management.
- 8.3.1 Know that family, community, culture, media, technology, and other factors have an impact on health practices.
- 8.3.2 Know how local, state, and federal efforts and policies on environmental issues impact health.
- 8.3.3 Know how the physical environment can affect personal health.
- 8.4.1 Know appropriate social skills to build and maintain positive relationships.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.6.1 Know how to locate and use community resources and services that provide valid health information.
- 8.6.2 Know situations that require professional health services.
- 8.7.2 Know various communication methods to accurately express health information.
- 8.7.3 Understand how to influence and support others in making positive health choices.
- 12.3.1 Know how the community, media, and technology can influence the health of individuals.
- 12.3.2 Understand how cultural diversity enriches and challenges health behaviors.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.
- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.5.2 Know strategies to use for health enhancement.
- 12.5.3 Know possible causes of conflicts in schools, families, and communities and strategies to prevent conflict in these situations.
- 12.5.4 Know how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.
- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.4 Understand the cost and accessibility of a variety of health care services.
- 12.6.6 Know local, state, federal, and private agencies that protect and/or inform the consumer.
- 12.7.1 Know how to express information and opinions about health issues.
- 12.7.2 Know how individuals can improve or maintain community health.
- 12.7.3 Know how to influence and support others in making positive health choices.
- 12.7.4 Know how to work cooperatively when advocating for healthy communities.

Standard 1: Career, Community and Family Connections – Integrate multiple life roles and responsibilities in family, work, and community settings. *(Based on National Standard # 1)*

Academic Cross Walk

Mathematics

- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.4.4 Given a conversion factor, convert between standard and metric measurements
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 9-10.5.5. Know the effects of human activities (e.g., dams, levees, farming practices, deforestation, land-use practices, land-management strategies) on the environment
- 9-10.6.1. Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2. Know how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CDROMs)
- 9-10.7.1. Understand how personal health is related to fitness, substance abuse, sexual activity, and nutrition
- 9-10.7.2. Understand factors that affect populations (e.g., food webs, carrying capacity, overpopulation, disease, food supply, algal blooms, resources, conservation practices)
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)
- 11-12.6.3 Explain how designing and implementing technology requires weighing trade-offs between positive and negative impacts on humans and the environment
- 11-12.7.1. Know the impact of environmental laws and policies on the environment and society
- 11-12.7.2. Explain ways renewable and nonrenewable resources are managed (e.g., land reclamation, forest management, CRP, hunting licenses, energy –conserving technologies)

Standard 2: Consumer and Family Resources – Evaluate management practices related to the human, economic, and environmental resources. (*Based on National Standard #2*)

Topic 1: Demonstrate management of individual and family resources.

Student Competencies

Core

- 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
- 2.1.2 Apply decision making skills regarding:
 - Food—Safety and Nutrition
 - Clothing—Purchasing, Creating and Maintaining
 - Housing—Furnishings
 - Services—Health Care, Child Day Care
 - Leisure Activities
 - Transportation
 - Technology
 - Media

Keys to Employability

Basic Skills

- 1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- 2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- 3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- 4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
- 5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills

- 1. Creative Thinking→ Generates new ideas.
- 2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- 3. Problem Solving→ Recognizes problems and devises and implements plan of action.
- 4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
- 5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
- 6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 2: Consumer and Family Resources – Evaluate management practices related to the human, economic, and environmental resources. (*Based on National Standard #2*)

Topic 2: Analyze the relationship of the environment to family and consumer resources.

Student Competencies

Core

- 2.2.1 Determine individual and family responsibility in relation to environmental trends and issues.
- 2.2.2 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.

Advanced

- 2.2.3 Examine environmental issues affecting families and future generations.
- 2.2.4 Investigate government regulations for conserving natural resources.

Keys to Employability

Personal Qualities

- 1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
- 2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
- 3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
- 4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- 5. Integrity/Honesty→ Chooses ethical courses of action.

Resources

- 1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- 3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
- 4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Standard 2: Consumer and Family Resources – Evaluate management practices related to the human, economic, and environmental resources. (*Based on National Standard #2*)

Topic 3: Identify consumer rights and responsibilities.

Student Competencies

Introductory

2.3.1 Define consumer rights and responsibilities.

Core

2.3.2 Examine state and federal policies and laws providing consumer protection (e.g., attorney general's office, tenants' rights, return policies, internet purchases, public health issues, etc.)

2.3.3 Demonstrate skills used in seeking information related to consumer rights.

Advanced

2.3.4 Investigate how policies become laws related to consumer rights.

Keys to Employability

Interpersonal

1. Participates as a Member of a Team→ Contributes to group effort.
2. Teaches Others New Skills
3. Serves Clients/Customers→ Works to satisfy customers' expectations.
4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Information

1. Acquires and Evaluates Information
2. Organizes and Maintains Information
3. Interprets and Communicates Information
4. Uses Computers to Process Information.

Standard 2: Consumer and Family Resources – Evaluate management practices related to the human, economic, and environmental resources. (*Based on National Standard #2*)

Topic 4: Describe interrelationships between consumer actions and the economic system.

Student Competencies

Core

2.4.1 Explain individual and family roles and actions in the economic system (e.g., dual career families, spending vs. saving, credit, etc.)

Advanced

2.4.2 Examine economic impacts of laws and regulations that pertain to consumers and providers of services

Keys to Employability

Systems

1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Standard 2: Consumer and Family Resources – Evaluate management practices related to the human, economic, and environmental resources. (*Based on National Standard #2*)

Topic 5: Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Student Competencies

Core

- 2.5.1 Develop a personal/ family financial plan (i.e., budget)
- 2.5.2 Apply management principles to individual and family financial practices (e.g., coupons, sales flyers, impulse spending, etc.)
- 2.5.3 Identify personal and legal documents related to managing individual and family finances (e.g., sales receipts, checking accounts, social security card, student I.D., birth certificate, wills, living wills, taxes, etc.)

Keys to Employability

Technology

- 1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
- 2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
- 3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Standard 2: Consumer and Family Resources – Evaluate management practices related to the human, economic, and environmental resources. *(Based on National Standard #2)*

Academic Cross Walk

English Language Arts

- 9.1.1. Formulate a preliminary thesis statement
- 9.1.2. Cross-reference information.
- 9.1.3. Evaluate relevancy of information.
- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.1.5. Summarize information
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.2.7. Access prior knowledge to interpret meaning
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.1.1. Form questions to focus research.
- 10.1.4. Use relevant information.
- 10.1.5. Organize information from a variety of sources into a unified whole.
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages
- 10.5.4. Analyze media messages
- 11.1.1. Research topics independently using appropriate sources
- 11.1.2. Evaluate and incorporate information from primary sources; e.g., interviews and surveys.
- 11.1.5. Synthesize information in a logical sequence.
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.2.6. Apply prior knowledge of content to interpret meaning of text
- 11.3.1. Gather information supporting multiple sides of an issue
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 11.5.5. Evaluate the impact of media messages on daily life and politics
- 12.1.1. Plan a research strategy.
- 12.1.2. Determine purpose; e.g., inform, persuade
- 12.1.3. Develop a research question
- 12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint

Health

- 8.3.1 Know that family, community, culture, media, technology, and other factors have an impact on health practices.
- 8.3.2 Know how local, state, and federal efforts and policies on environmental issues impact health.
- 8.3.3 Know how the physical environment can affect personal health.
- 8.4.2 Students set a personal health goal and track progress toward achievement. (Parental involvement is encouraged.)
- 8.6.1 Know how to locate and use community resources and services that provide valid health information.
- 8.6.3 Know the validity and cost of common health information, products, and services.
- 8.7.1 Know how to distinguish between myths and facts related to health issues.
- 8.7.3 Understand how to influence and support others in making positive health choices.
- 12.3.1 Know how the community, media, and technology can influence the health of individuals.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.
- 12.4.1 Know how use, misuse, and abuse of alcohol, tobacco, and other drugs can play a role in dangerous behavior and can have adverse consequences for the community.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.
- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.5.4 Know how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.
- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.2 Know factors that influence personal selection of health care resources, products, and services.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.4 Understand the cost and accessibility of a variety of health care services.
- 12.6.5 Know situations that require professional health services in the areas of prevention, treatment, and rehabilitation.
- 12.6.6 Know local, state, federal, and private agencies that protect and/or inform the consumer.
- 12.7.1 Know how to express information and opinions about health issues.
- 12.7.2 Know how individuals can improve or maintain community health.
- 12.7.3 Know how to influence and support others in making positive health choices.
- 12.7.4 Know how to work cooperatively when advocating for healthy communities.

Standard 2: Consumer and Family Resources – Evaluate management practices related to the human, economic, and environmental resources. *(Based on National Standard #2)*

Academic Cross Walk

Mathematics

- 8.2.8 Use two-dimensional representations of three-dimensional objects to visualize and solve problems; e.g., those involving surface area and volume
- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 6.7.1. Understand how natural hazards affect populations, resources, and the environment (e.g., floods, storms, hurricanes, volcanoes, earthquakes)
- 6.7.2. Understand how recycling and conservation affect populations, resources, and the environment
- 7.7.1. Know how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.3. Understand how overpopulation affects organisms, resources, and environments (e.g., depletion of food resources, habitat availability, increased loss due to disease, parasites and predators)
- 8.7.1. Understand the interaction of science and technology with social issues (e.g., mining, natural disasters)
- 9-10.6.1. Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.7.1. Understand how personal health is related to fitness, substance abuse, sexual activity, and nutrition
- 9-10.7.2. Understand factors that affect populations (e.g., food webs, carrying capacity, overpopulation, disease, food supply, algal blooms, resources, conservation practices)
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)
- 11-12.7.1. Know the impact of environmental laws and policies on the environment and society
- 11-12.7.2. Explain ways renewable and nonrenewable resources are managed (e.g., land reclamation, forest management, CRP, hunting licenses, energy –conserving technologies)
- 11-12.7.4. Explain how science and technology can influence personal, industrial, and cultural decision-making (e.g., organ transplants, cloning, stem cell research, genetic manipulation, use of genetic profile, archeological discoveries, land management, resource management)

Standard 3: Family – Evaluate the significance of family and its impact on the well-being of individuals and society.
(Based on National Standard # 6)

Topic 1: Analyze the impact of family as a system on individuals and society.

Student Competencies

Introductory

3.1.1 Define family as the basic unit of society.

Core

3.1.2 Describe the role of family in transmitting societal expectations, culture, and traditions

3.1.3 Identify global influences on today's families (e.g., war, outsourcing, immigration, famine, etc.)

3.1.4 Discuss the role of family in developing independence, interdependence, and commitment of family members

Advanced

3.1.5 Investigate the impact of change and transitions over the life span (e.g., interview people at various stages of life to gain insights, etc.)

Keys to Employability

Basic Skills

1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills

1. Creative Thinking→ Generates new ideas.
2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving→ Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities

1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
5. Integrity/Honesty→ Chooses ethical courses of action.

Resources

1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Standard 3: Family – Evaluate the significance of family and its impact on the well-being of individuals and society.
(Based on National Standard # 6)

Topic 2: Analyze the influence of diversity on individuals, families, and society.

Student Competencies

Introductory

- 3.2.1 Describe diversity and its impact on individuals and families (e.g., culture, ethnicity, gender, roles, age, economics, disabilities, etc.)

Core

- 3.2.2 Identify examples of respect for diversity (e.g., gender, equity, age, culture, ethnicity, etc.)
- 3.2.3 Examine ways that attitudes towards diversity affects behavior (e.g., prejudice, acceptance, empathy, etc.)

Advanced

- 3.2.4 Examine the impact of global community on the need to acknowledge diversity.

Keys to Employability

Interpersonal

1. Participates as a Member of a Team→ Contributes to group effort.
2. Teaches Others New Skills
3. Serves Clients/Customers→ Works to satisfy customers' expectations.
4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Information

1. Acquires and Evaluates Information
2. Organizes and Maintains Information
3. Interprets and Communicates Information
4. Uses Computers to Process Information.

Systems

1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology

1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Standard 3: Family – Evaluate the significance of family and its impact on the well-being of individuals and society.
(Based on National Standard # 6)

Academic Cross Walk

English Language Arts

- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 9.6.8. Identify gender perspectives in language; i.e., biased language
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages
- 10.5.4. Analyze media messages
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.3.1. Gather information supporting multiple sides of an issue
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 11.5.5. Evaluate the impact of media messages on daily life and politics
- 12.5.3. Evaluate instances of gender equity and political correctness in media messages

Health

- 8.3.1 Know that family, community, culture, media, technology, and other factors have an impact on health practices.
- 12.1.1 Understand the interrelationships of intellectual, emotional, social, spiritual, and physical health throughout life.
- 12.3.2 Understand how cultural diversity enriches and challenges health behaviors.

Standard 3: Family – Evaluate the significance of family and its impact on the well-being of individuals and society.
(Based on National Standard # 6)

Academic Cross Walk

Mathematics

- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 6.6.2. Design a product or solution to a problem given constraints (e.g., limits of time, costs, materials and environmental factors)
- 6.7.1. Understand how natural hazards affect populations, resources, and the environment (e.g., floods, storms, hurricanes, volcanoes, earthquakes)
- 6.7.2. Understand how recycling and conservation affect populations, resources, and the environment
- 7.6.3. Know intended benefits and unintended consequences result from the development and use of technologies
- 7.7.3. Understand how overpopulation affects organisms, resources, and environments (e.g., depletion of food resources, habitat availability, increased loss due to disease, parasites and predators)
- 7.8.1. Understand how science is influenced by human qualities (e.g., reasoning, insightfulness, creativity, life-long learning)
- 8.7.1. Understand the interaction of science and technology with social issues (e.g., mining, natural disasters)
- 9-10.7.2. Understand factors that affect populations (e.g., food webs, carrying capacity, overpopulation, disease, food supply, algal blooms, resources, conservation practices)
- 9-10.8.4. Understand how human characteristics influence scientific advancement (e.g., intellectual honesty, openness, objectivity, curiosity, skepticism, ethical conduct, cooperation)
- 11-12.7.1. Know the impact of environmental laws and policies on the environment and society

Standard 4: FOOD—Demonstrate knowledge and basic skills needed for food preparation and dietary choices. Integrate knowledge, skills, and practices required for individual and family food choices and preparation.
(Based on National Standard # 8)

Topic 1: Demonstrate food safety and sanitation procedures.

Student Competencies

Introductory

- 4.1.1 Describe safety and sanitation procedures
- 4.1.2 Describe food handling and preparation techniques (e.g., cross contamination)

Core

- 4.1.3 List pathogens found in food and their role in causing illness
- 4.1.4 Demonstrate proper receiving, storage, food handling, and preparation techniques

Keys to Employability

Basic Skills

1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking→ Organizes ideas and communicates orally.

Standard 4: FOOD—Demonstrate knowledge and basic skills needed for food preparation and dietary choices. Integrate knowledge, skills, and practices required for individual and family food choices and preparation.
(Based on National Standard # 8)

Topic 2: Demonstrate selection, use, and care of food preparation equipment.

Student Competencies

Introductory

Core

- 4.2.2 Demonstrate use of utensils and equipment
- 4.2.3 Demonstrate procedures for caring for and storing utensils and equipment
- 4.2.4 Organize equipment and work space for efficiency and safety.

Advanced

- 4.2.5 Investigate advances in technology and trends in equipment.

Keys to Employability

Thinking Skills

1. Creative Thinking→ Generates new ideas.
2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving→ Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 4: FOOD—Demonstrate knowledge and basic skills needed for food preparation and dietary choices. Integrate knowledge, skills, and practices required for individual and family food choices and preparation.
(Based on National Standard # 8)

Topic 3: Investigate principles of nutrition regarding food choices.

Student Competencies

Core

- 4.3.1 Describe menu-planning principles (e.g. nutritional requirements, special dietary needs, Food Pyramid, time management, cost, etc.)
- 4.3.2 Describe food and nutrition information sources (e.g. labels, RDAs, Food Pyramid, food guidelines, etc.)

Advanced

- 4.3.3 Apply menu-planning principles (e.g. nutritional requirements, special dietary needs, Food Pyramid, time management, cost, etc.) to develop and modify menus
- 4.3.4 Apply food and nutrition information (e.g. - labels, RDAs, Food Pyramid, food guidelines, etc.) to food choices

Keys to Employability

Personal Qualities

- 1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
- 2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
- 3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
- 4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- 5. Integrity/Honesty→ Chooses ethical courses of action.

Standard 4: FOOD—Demonstrate knowledge and basic skills needed for food preparation and dietary choices. Integrate knowledge, skills, and practices required for individual and family food choices and preparation.
(Based on National Standard # 8)

Topic 4: Examine historical, cultural, and social diversity regarding food.

Student Competencies

Core

- 4.4.1 Explore customs and social trends (e.g. etiquette, fad diets, etc.)
- 4.4.2 Recognize historical, cultural, and social influences regarding food.

Advanced

- 4.4.3 Analyze factors contributing to historical, cultural, and social dietary choices.

Keys to Employability

Resources

- 1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- 3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
- 4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Standard 4: FOOD—Demonstrate knowledge and basic skills needed for food preparation and dietary choices. Integrate knowledge, skills, and practices required for individual and family food choices and preparation.
(Based on National Standard # 8)

Topic 5: Demonstrate skills for preparing food.

Student Competencies

Introductory

- 4.5.1 Identify correct weight and measurement techniques.
- 4.5.2 Define appropriate cooking terminology when reading and following a recipe.

Core

- 4.5.3 Identify a variety of cooking methods (e.g. roasting, baking, broiling, steaming, etc.)
- 4.5.4 Demonstrate correct weight and measurement techniques. (e.g. Altering recipes, ingredient substitution, equivalents, etc.)
- 4.5.5 Apply the fundamentals of time management, planning, and advance-preparation in the preparation of food.
- 4.5.6 Apply appropriate cooking terminology when reading and following a recipe.
- 4.5.7 Demonstrate preparation techniques for various food categories

Advanced

- 4.5.8 Investigate preparation techniques for various foods (e.g. regional, ethnic, global, etc.)

Keys to Employability

Interpersonal

- 1. Participates as a Member of a Team→ Contributes to group effort.
- 2. Teaches Others New Skills
- 3. Serves Clients/Customers→ Works to satisfy customers' expectations.
- 4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- 5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
- 6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Information

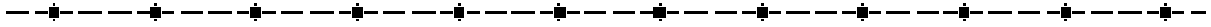
- 1. Acquires and Evaluates Information
- 2. Organizes and Maintains Information
- 3. Interprets and Communicates Information
- 4. Uses Computers to Process Information.

Systems

- 1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
- 2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
- 3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology

- 1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
- 2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
- 3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.



Standard 4: FOOD—Demonstrate knowledge and basic skills needed for food preparation and dietary choices. Integrate knowledge, skills, and practices required for individual and family food choices and preparation.
(Based on National Standard # 8)

Academic Cross Walk

English Language Arts

- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.1.5. Summarize information
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.2.7. Access prior knowledge to interpret meaning
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.1.5. Organize information from a variety of sources into a unified whole.
- 10.1.7. Paraphrase information
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages
- 10.5.4. Analyze media messages
- 11.1.5. Synthesize information in a logical sequence.
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.2.6. Apply prior knowledge of content to interpret meaning of text
- 11.3.1. Gather information supporting multiple sides of an issue
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 11.5.5. Evaluate the impact of media messages on daily life and politics
- 12.2.8. Use technical language/jargon to decipher meaning

Health

- 8.1.1 Understand physical, intellectual, social, and emotional changes throughout the life cycle.
- 8.2.2 Know the benefits of nutrition and physical activity as they relate to total wellness.
- 8.2.3 Know sources, symptoms, and treatment of diseases and other health problems.
- 8.3.1 Know that family, community, culture, media, technology, and other factors have an impact on health practices.
- 8.3.2 Know how local, state, and federal efforts and policies on environmental issues impact health.
- 8.3.3 Know how the physical environment can affect personal health.
- 8.4.2 Understand the process of goal setting and how it affects health choices.
- 8.4.4 Understand how health and learning are affected by nutrition, physical activity, drugs, and sex.
- 8.5.1 Know strategies and skills that are used to attain personal health goals.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.5.4 Understand precautions related to personal safety.
- 12.1.1 Understand the interrelationships of intellectual, emotional, social, spiritual, and physical health throughout life.
- 12.2.1 Understand how the body's systems function to prevent or combat disease.
- 12.2.3 Know how to assess behaviors and their relationships to health promotion and disease prevention.
- 12.2.4 Understand the social, political, and economic effects of disease on individuals, families, and communities.
- 12.3.1 Know how the community, media, and technology can influence the health of individuals.
- 12.3.2 Understand how cultural diversity enriches and challenges health behaviors.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.
- 12.4.2 Know how to set personal health goals and design a specific plan to enhance health for quality of life.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.
- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.5.2 Know strategies to use for health enhancement.
- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.6 Know local, state, federal, and private agencies that protect and/or inform the consumer.
- 12.7.3 Know how to influence and support others in making positive health choices.
- 12.7.4 Know how to work cooperatively when advocating for healthy communities.

Standard 4: FOOD—Demonstrate knowledge and basic skills needed for food preparation and dietary choices. Integrate knowledge, skills, and practices required for individual and family food choices and preparation.
(Based on National Standard # 8)

Academic Cross Walk

Mathematics

- 8.2.8 Use two-dimensional representations of three-dimensional objects to visualize and solve problems; e.g., those involving surface area and volume
- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.4 Given a conversion factor, convert between standard and metric Measurements
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 6.6.2. Design a product or solution to a problem given constraints (e.g., limits of time, costs, materials and environmental factors)
- 6.7.1. Understand how natural hazards affect populations, resources, and the environment (e.g., floods, storms, hurricanes, volcanoes, earthquakes)
- 6.7.2. Understand how recycling and conservation affect populations, resources, and the environment
- 7.7.3. Understand how overpopulation affects organisms, resources, and environments (e.g., depletion of food resources, habitat availability, increased loss due to disease, parasites and predators)
- 7.8.1. Understand how science is influenced by human qualities (e.g., reasoning, insightfulness, creativity, life-long learning)
- 8.3.1. Know the difference between elements and compounds
- 8.3.2. Understand the relation between phases of matter and temperature
- 9-10.3.5. Recognize the reactants and products in a chemical reaction
- 9-10.6.2. Know how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CDROMs)
- 9-10.7.1. Understand how personal health is related to fitness, substance abuse, sexual activity, and nutrition
- 9-10.7.2. Understand factors that affect populations (e.g., food webs, carrying capacity, overpopulation, disease, food supply, algal blooms, resources, conservation practices)
- 9-10.8.1. Know theories have changed over time (e.g., alchemy, atomic structure, model of the solar system)
- 9-10.8.2. Understand how views and attitudes have influenced the development of science (e.g., religion, previous knowledge, cultural tradition, superstition, folklore, legends)
- 9-10.8.3. Understand the role of scientists in theoretical and applied science (e.g., careers, employment possibilities)
- 11-12.6.3 Explain how designing and implementing technology requires weighing trade-offs between positive and negative impacts on humans and the environment
- 11-12.7.4. Explain how science and technology can influence personal, industrial, and cultural decision-making (e.g., organ transplants, cloning, stem cell research, genetic manipulation, use of genetic profile, archeological discoveries, land management, resource management)

Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. (*Based on National Standard # 11*)

Topic 1: Examine individual and family needs, goals, and resources for housing, interiors, and furnishings.

Student Competencies

Core

- 5.1.1 Assess human needs, safety, space, and technology as they relate to housing and interior design goals (e.g., universal design, home, office, etc.)
- 5.1.2 Assess individual, family, and financial resources needed to achieve housing and interior goals.

Advanced

- 5.1.3 Critique design plans to meet individual and family needs, goals, and resources (e.g., basic construction terminology, quality construction standards, etc.)
- 5.1.4 Explore resources for housing assistance (e.g., homeless, low income housing, Habitat for Humanity, fuel assistance, etc.)

Keys to Employability

Basic Skills

- 1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- 2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- 3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- 4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
- 5. Speaking→ Organizes ideas and communicates orally.

Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. (*Based on National Standard # 11*)

Topic 2: Evaluate design decisions in relation to available resources and options.

Student Competencies

Core

- 5.2.1 Identify the elements and principles of design
- 5.2.2 Determine the effects that the elements and principles of design have on aesthetics and function

Advanced

- 5.2.3 Determine the psychological impact that the elements and principles of design have on the individual
- 5.2.4 Illustrate application of design elements and principles (e.g., formal or informal in presentations)
- 5.2.5 Explore current trends (e.g., feng shui, etc.)

Keys to Employability

Thinking Skills

- 1. Creative Thinking→ Generates new ideas.
- 2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- 3. Problem Solving→ Recognizes problems and devises and implements plan of action.
- 4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
- 5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
- 6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. (*Based on National Standard # 11*)

Topic 3: Analyze influences on architectural and furniture design.

Student Competencies

Core

5.3.1 Recognize historical architectural design and current housing and interior design trends.

Advanced

5.3.2 Explore features of furnishings that are characteristic of various historical periods

5.3.3 Examine the development of architectural styles throughout history

5.3.4 Consider future trends in architectural and furniture design.

Keys to Employability

Personal Qualities

1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
5. Integrity/Honesty→ Chooses ethical courses of action.

Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. (*Based on National Standard # 11*)

Topic 4: Examine floor plans and furniture arrangement.

Student Competencies

Core

5.4.1 Examine floor plans for efficiency and safety (e.g., zones, traffic patterns, storage, etc.)

5.4.2 Arrange furniture with reference to principles of design, traffic flow, activity, and existing architectural features.

Advanced

5.4.3 Interpret information provided on blueprints.

Keys to Employability

Resources

1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. *(Based on National Standard # 11)*

Topic 5: Evaluate the use of housing and interior furnishings and products in meeting individual and family needs.

Student Competencies

Core

- 5.5.1 Examine product information (e.g., floor coverings, wall coverings, textiles, window treatments, etc.)
- 5.5.2 Demonstrate measuring, estimating, and pricing skills.

Advanced

- 5.5.3 Investigate manufacturers, products and materials (e.g., considering care, maintenance, safety, and environmental issues)

Keys to Employability

Interpersonal

- 1. Participates as a Member of a Team→ Contributes to group effort.
- 2. Teaches Others New Skills
- 3. Serves Clients/Customers→ Works to satisfy customers' expectations.
- 4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- 5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
- 6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Information

- 1. Acquires and Evaluates Information
- 2. Organizes and Maintains Information
- 3. Interprets and Communicates Information
- 4. Uses Computers to Process Information.

Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. *(Based on National Standard # 11)*

Topic 6: Demonstrate how to plan, organize, and maintain an efficient home environment.

Student Competencies

Core

- 5.6.1 Identify procedures for a clean and safe environment.

Advanced

- 5.6.2 Examine the various types of cleaning methods and their environmental effects.

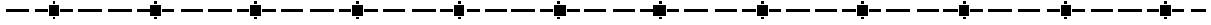
Keys to Employability

Systems

- 1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
- 2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
- 3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology

- 1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
- 2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
- 3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.



Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. (*Based on National Standard # 11*)

Academic Cross Walk

English Language Arts

- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.1.5. Summarize information
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.2.7. Access prior knowledge to interpret meaning
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.1.5. Organize information from a variety of sources into a unified whole.
- 10.1.7. Paraphrase information
- 10.1.9. Develop an outline
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages
- 10.5.4. Analyze media messages
- 11.1.5. Synthesize information in a logical sequence.
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.2.6. Apply prior knowledge of content to interpret meaning of text
- 11.3.1. Gather information supporting multiple sides of an issue
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint

Health

- 8.3.2 Know how local, state, and federal efforts and policies on environmental issues impact health.
- 8.5.1 Know strategies and skills that are used to attain personal health goals.
- 8.5.4 Understand precautions related to personal safety.
- 8.5.5 Know risks associated with harmful chemicals and drugs.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.
- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.

Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. (*Based on National Standard # 11*)

Academic Cross Walk

Mathematics

- 8.2.8 Use two-dimensional representations of three-dimensional objects to visualize and solve problems; e.g., those involving surface area and volume
- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.2.9 Construct plane figures using traditional and/or technological tools; i.e., congruent segments, congruent angles, angle and segment bisectors, perpendicular and parallel lines
- 9-10.2.10 Recognize images of the same object shown from different perspectives; i.e., a two-dimensional image of a three-dimensional object
- 9-10.2.11 Use geometric models to find solutions to problems in mathematics and other disciplines; e.g., art and architecture
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.4 Given a conversion factor, convert between standard and metric Measurements
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 6.7.1. Understand how natural hazards affect populations, resources, and the environment (e.g., floods, storms, hurricanes, volcanoes, earthquakes)
- 6.7.2. Understand how recycling and conservation affect populations, resources, and the environment
- 7.7.3. Understand how overpopulation affects organisms, resources, and environments (e.g., depletion of food resources, habitat availability, increased loss due to disease, parasites and predators)
- 8.2.3. Use basic mathematics and statistics (e.g., operations, mean, median, mode, range, and estimation) to interpret quantitative data
- 8.3.1. Know the difference between elements and compounds
- 8.3.2. Understand the relation between phases of matter and temperature
- 9-10.4.10. Explain the energy and organization related to trophic pyramids
- 9-10.8.2. Understand how views and attitudes have influenced the development of science (e.g., religion, previous knowledge, cultural tradition, superstition, folklore, legends)
- 9-10.8.4. Understand how human characteristics influence scientific advancement (e.g., intellectual honesty, openness, objectivity, curiosity, skepticism, ethical conduct, cooperation)
- 11-12.2.2. Select and use appropriate instruments, measuring tools, and units of measure to improve scientific investigations
- 11-12.2.10. Understand that new knowledge and methods emerge from different types of investigations and public communication among scientists
- 11-12.7.2. Explain ways renewable and nonrenewable resources are managed (e.g., land reclamation, forest management, CRP, hunting licenses, energy – conserving technologies)
- 11-12.7.4. Explain how science and technology can influence personal, industrial, and cultural decision-making (e.g., organ transplants, cloning, stem cell research, genetic manipulation, use of genetic profile, archeological discoveries, land management, resource management)

Standard 6: Human Development – Analyze factors that impact human growth and development.
(Based on National Standard #12)

Topic 1: Describe principles of human growth and development across the life span.

Student Competencies

Introductory

- 6.1.1 List the four areas of human development (i.e., physical, emotional, social and intellectual)
- 6.1.2 Define interrelationships among physical, emotional, social, and intellectual aspects of personal growth and development.

Core

- 6.1.3 Describe physical, emotional, social, and intellectual development at various ages or stages.
- 6.1.4 Discuss interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

Advanced

- 6.1.5 Compare and contrast human development theories (e.g., those of Maslow, Piaget, etc.

Keys to Employability

Basic Skills

- 1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- 2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- 3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- 4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
- 5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills

- 1. Creative Thinking→ Generates new ideas.
- 2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- 3. Problem Solving→ Recognizes problems and devises and implements plan of action.
- 4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
- 5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
- 6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities

- 1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
- 2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
- 3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
- 4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- 5. Integrity/Honesty→ Chooses ethical courses of action.

Standard 6: Human Development – Analyze factors that impact human growth and development.
(Based on National Standard #12)

Topic 2: Describe conditions that influence human growth and development.

Student Competencies

Introductory

- 6.2.1 List hereditary and environmental factors that impact human growth and development
- 6.2.2 Give examples of social, economic, and technological factors that impact individual growth and development

Core

- 6.2.3 Investigate the impact of heredity and environment on human growth and development
- 6.2.4 Examine the effects of gender, ethnicity, and culture on individual development
- 6.2.5 Summarize effects of life events on individuals' growth and development (e.g., abuse, neglect, divorce, remarriage, birth order, childbearing, adoption, marriage, etc.)

Advanced

- 6.2.6 Interpret and reflect on the effects of life events on individuals' physical and emotional development (e.g., self-study project, journal, etc.)
- 6.2.7 Predict consequences of managing or not managing personal and social influences on human development (e.g., FAS, seeking assistance for problems, etc.)

Keys to Employability

Resources

- 1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- 3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
- 4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal

- 1. Participates as a Member of a Team→ Contributes to group effort.
- 2. Teaches Others New Skills
- 3. Serves Clients/Customers→ Works to satisfy customers' expectations.
- 4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- 5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
- 6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Information

- 1. Acquires and Evaluates Information
- 2. Organizes and Maintains Information
- 3. Interprets and Communicates Information
- 4. Uses Computers to Process Information

Standard 6: Human Development – Analyze factors that impact human growth and development.
(Based on National Standard #12)

Topic 3: Identify strategies that promote growth and development across the life span.

Student Competencies

Introductory

- 6.3.1 Examine the influences of communication in relation to human growth and development

Core

- 6.3.2 Practice communication skills which foster human growth and development
- 6.3.3 Describe the impact of nurturing skills on human growth and development
- 6.3.4 List and describe choices that support development across the life span (e.g., choices on drinking, smoking, nutrition, etc.)

Advanced

- 6.3.5 Analyze the role of support systems in meeting human growth and development needs (e.g., friends, family, religion, government services, clubs, etc.)
- 6.3.6 Identify community resources and services that contribute to long-term well-being and development (e.g., locate resources in local community, such as food pantry, big brother/big sister, etc.)

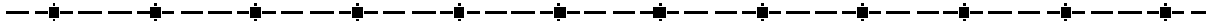
Keys to Employability

Systems

1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology

1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.



Standard 6: Human Development – Analyze factors that impact human growth and development.
(Based on National Standard #12)

Academic Cross Walk

English Language Arts

- 9.1.2. Cross-reference information.
- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.1.5. Summarize information
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.2. Use visual aides effectively in oral presentations
- 9.4.3. Use notes and manuscripts to make oral presentations
- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.1.5. Organize information from a variety of sources into a unified whole.
- 10.1.7. Paraphrase information
- 10.1.9. Develop an outline
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.4.2. Use appropriate body language in oral presentations
- 10.4.3. Formulate questions in response to a verbal message
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.1.5. Synthesize information in a logical sequence.
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 11.5.5. Evaluate the impact of media messages on daily life and politics

Health

- 8.1.1 Understand physical, intellectual, social, and emotional changes throughout the life cycle.
- 8.1.2 Understand the processes of conception, prenatal development, and birth.
- 8.1.3 Understand physical, intellectual, social, and emotional changes associated with puberty and adolescence.
- 8.2.1 Know strategies for stress management.
- 8.2.2 Know the benefits of nutrition and physical activity as they relate to total wellness.
- 8.2.3 Know sources, symptoms, and treatment of diseases and other health problems.
- 8.3.1 Know that family, community, culture, media, technology, and other factors have an impact on health practices.
- 8.3.2 Know how local, state, and federal efforts and policies on environmental issues impact health.
- 8.3.3 Know how the physical environment can affect personal health.
- 8.4.1 Know appropriate social skills to build and maintain positive relationships.
- 8.4.3 Know strategies for coping with peer pressure.
- 8.4.4 Understand how health and learning are affected by nutrition, physical activity, drugs and sex.
- 8.5.1 Know strategies and skills that are used to attain personal health goals.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.5.3 Know consequences of specific risk behaviors for one's self and others.
- 8.5.4 Understand precautions related to personal safety.
- 8.5.5 Know risks associated with harmful chemicals and drugs.
- 8.6.1 Know how to locate and use community resources and services that provide valid health information.
- 12.1.1 Understand the interrelationships of intellectual, emotional, social, spiritual, and physical health throughout life.
- 12.1.2 Understand the interrelationships of family and individual health.
- 12.1.3 Understand physical, intellectual, social, and spiritual changes that occur throughout life, and how these changes differ among individuals.
- 12.1.5 Understand the impact of personal health behaviors on the functioning of body systems.
- 12.1.6 Understand the importance of prenatal and perinatal care to both mother and child.
- 12.3.1 Know how the community, media, and technology can influence the health of individuals.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.
- 12.4.1 Know how use, misuse, and abuse of alcohol, tobacco, and other drugs can play a role in dangerous behavior and can have adverse consequences for the community.
- 12.4.2 Know how to set personal health goals and design a specific plan to enhance health for quality of life.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.
- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.5.2 Know strategies to use for health enhancement.
- 12.5.3 Know possible causes of conflicts in schools, families, and communities and strategies to prevent conflict in these situations.
- 12.5.4 Know how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.
- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.5 Know situations that require professional health services in the areas of prevention, treatment, and rehabilitation.

Standard 6: Human Development – Analyze factors that impact human growth and development.
(Based on National Standard #12)

Academic Cross Walk

Mathematics

- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.4 Given a conversion factor, convert between standard and metric Measurements
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 6.4.2. Understand that reproduction is necessary for the continuation of the species (e.g., asexual, sexual)
- 6.7.1. Understand how natural hazards affect populations, resources, and the environment (e.g., floods, storms, hurricanes, volcanoes, earthquakes)
- 6.7.2. Understand how recycling and conservation affect populations, resources, and the environment
- 7.4.3. Understand the characteristics of reproduction. (e.g., sexual, asexual)
- 7.4.4. Understand interactions among organisms (e.g., competition, mutualism, predator/prey, consumers, producers)
- 7.7.1. Know how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.3. Understand how overpopulation affects organisms, resources, and environments (e.g., depletion of food resources, habitat availability, increased loss due to disease, parasites and predators)
- 8.7.1. Understand the interaction of science and technology with social issues (e.g., mining, natural disasters)
- 9-10.4.1. Relate cell function to cell structure (i.e., cell, wall, cell membrane, nucleus, mitochondria, chloroplast)
- 9-10.4.4. Understand how DNA, genes, and chromosomes are related
- 9-10.4.9. Recognize evidence for evolution (e.g., fossil records, vestigial structures, similarities between organisms, and DNA)
- 9-10.7.1. Understand how personal health is related to fitness, substance abuse, sexual activity, and nutrition
- 9-10.7.2. Understand factors that affect populations (e.g., food webs, carrying capacity, overpopulation, disease, food supply, algal blooms, resources, conservation practices)
- 11-12.7.1. Know the impact of environmental laws and policies on the environment and society
- 11-12.7.4. Explain how science and technology can influence personal, industrial, and cultural decision-making (e.g., organ transplants, cloning, stem cell research, genetic manipulation, use of genetic profile, archeological discoveries, land management, resource management)

Standard 7: Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. (Based on National Standard # 13)

Topic 1: Describe functions and expectations of various types of relationships.

Student Competencies

Introductory

7.1.1 List factors that contribute to healthy and unhealthy relationships.

Core

- 7.1.2 Describe how to build and maintain interpersonal relationships (e.g., parent-child, siblings, peer, friendship, dating, marriage, teacher-student, employer-employee, etc.)
- 7.1.3 Identify strategies for handling unhealthy relationships.

Advanced

- 7.1.4 Examine the impact of various stages of the family life cycle on interpersonal relationships.
- 7.1.5 Compare and contrast physical, emotional, social, and intellectual responses in healthy and unhealthy relationships.

Keys to Employability

Basic Skills

1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills

1. Creative Thinking→ Generates new ideas.
2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving→ Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 7: Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. (Based on National Standard # 13)

Topic 2: Identify personal needs and characteristics and their impact on interpersonal relationships.

Student Competencies

Introductory

- 7.2.1 Give examples of the impact of personal characteristics on relationships.

Core

- 7.2.2 Describe the effects of personal needs, self-esteem, and self-image on relationships.

Advanced

- 7.2.3 Predict the impact of life events and conditions on relationships
- 7.2.4 Assess the impact of personal standards and codes of conduct on interpersonal relationship (e.g., role plays, case study, discussion, classroom debate, etc.)

Keys to Employability

Personal Qualities

1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
5. Integrity/Honesty→ Chooses ethical courses of action.

Standard 7: Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. (Based on National Standard # 13)

Topic 3: Demonstrate communication skills that contribute to positive relationships.

Student Competencies

Introductory

- 7.3.1 Explain communication styles and their effects on relationships (e.g., assertive, aggressive, passive, etc.)
- 7.3.2 Describe the roles and functions of communication in family, work, and community settings

Core

- 7.3.3 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication
- 7.3.4 Identify barriers to communication in family, work, and community settings
- 7.3.5 Demonstrate effective listening and feedback techniques
- 7.3.6 Define ethical principles of communication in family, community, and work settings
- 7.3.7 Describe the impact of communication technology in family, work, and community settings (e.g. cell phone, email, etc.)

Keys to Employability

Resources

1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Standard 7: Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. (Based on National Standard # 13)

Topic 4: Evaluate conflict prevention and management techniques.

Student Competencies

Introductory

- 7.4.1 Define and list positive and negative examples and results of conflict (e.g., positive – personal growth, better understanding; negative – divorce, war, etc.)

Core

- 7.4.2 Explain how similarities and differences among people affect conflict prevention and management.
- 7.4.3 Interpret the role of decision making and problem solving in reducing and managing conflict.
- 7.4.4 Describe nonviolent strategies that address conflict.

Advanced

- 7.4.5 Choose effective responses to harassment
- 7.4.6 Identify community resources that support conflict prevention and management

Keys to Employability

Interpersonal

1. Participates as a Member of a Team→ Contributes to group effort.
2. Teaches Others New Skills
3. Serves Clients/Customers→ Works to satisfy customers' expectations.
4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Information

1. Acquires and Evaluates Information
2. Organizes and Maintains Information
3. Interprets and Communicates Information
4. Uses Computers to Process Information

Standard 7: Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. *(Based on National Standard # 13)*

Topic 5: Demonstrate teamwork and leadership skills.

Student Competencies

Introductory

- 7.5.1 Identify factors that create an environment of encouragement and respect of all group members.

Core

- 7.5.2 Develop skills to motivate, strengthen, and encourage the potential of each group member
- 7.5.3 Identify ways to develop team and community spirit
- 7.5.4 Demonstrate ways to organize and delegate responsibilities (e.g., lab planning, committee assignments, etc.)

Advanced

- 7.5.5 Demonstrate processes for cooperating, compromising, and collaborating

Keys to Employability

Systems

1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Standard 7: Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. *(Based on National Standard # 13)*

Topic 6: Demonstrate behaviors that support healthy interpersonal relationships.

Student Competencies

Introductory

- 7.6.1 Examine criteria for making decisions about interpersonal relationships.

Core

- 7.6.2 Apply criteria for assessing issues and situations, and for taking action
- 7.6.3 Identify ethical behavior in family, community, and workplace settings (e.g., classroom debate, role play, case study, discussion, etc.)

Advanced

- 7.6.4 Analyze the relative merits of opposing points of view regarding current ethical situations

Keys to Employability

Technology

1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Standard 7: Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. (Based on National Standard # 13)

Academic Cross Walk

English Language Arts

- 9.1.1. Formulate a preliminary thesis statement
- 9.1.2. Cross-reference information.
- 9.1.3. Evaluate relevancy of information.
- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.1.5. Summarize information
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.2.7. Access prior knowledge to interpret meaning
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 9.6.8. Identify gender perspectives in language; i.e., biased language
- 10.1.1. Form questions to focus research.
- 10.1.3. Gather reliable information to support a thesis
- 10.1.4. Use relevant information.
- 10.1.5. Organize information from a variety of sources into a unified whole.
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages
- 10.5.4. Analyze media messages
- 11.1.3. Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise
- 11.1.5. Synthesize information in a logical sequence.
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.2.6. Apply prior knowledge of content to interpret meaning of text
- 11.3.1. Gather information supporting multiple sides of an issue
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 11.5.5. Evaluate the impact of media messages on daily life and politics
- 12.1.1. Plan a research strategy.
- 12.1.3. Develop a research question
- 12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint
- 12.5.3. Evaluate instances of gender equity and political correctness in media messages

Health

- 8.3.1 Know that family, community, culture, media, technology, and other factors have an impact on health practices.
- 8.3.3 Know how the physical environment can affect personal health.
- 8.4.1 Know appropriate social skills to build and maintain positive relationships.
- 8.4.3 Know strategies for coping with peer pressure.
- 8.4.4 Understand how health and learning are affected by nutrition, physical activity, drugs and sex.
- 8.5.1 Know strategies and skills that are used to attain personal health goals
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.5.3 Know consequences of specific risk behaviors for one's self and others.
- 8.6.1 Know how to locate and use community resources and services that provide valid health information.
- 8.7.2 Know various communication methods to accurately express health information.
- 8.7.3 Understand how to influence and support others in making positive health choices.
- 12.1.4 Understand how physical, intellectual, social, and cultural factors influence attitudes and behaviors regarding sexuality.
- 12.3.1 Know how the community, media, and technology can influence the health of individuals.
- 12.3.2 Understand how cultural diversity enriches and challenges health behaviors.
- 12.4.1 Know how use, misuse, and abuse of alcohol, tobacco, and other drugs can play a role in dangerous behavior and can have adverse consequences for the community.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.
- 12.5.3 Know possible causes of conflicts in schools, families, and communities and strategies to prevent conflict in these situations.
- 12.5.4 Know how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.
- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.5 Know situations that require professional health services in the areas of prevention, treatment, and rehabilitation.
- 12.7.1 Know how to express information and opinions about health issues.
- 12.7.3 Know how to influence and support others in making positive health choices.
- 12.7.4 Know how to work cooperatively when advocating for healthy communities.

Standard 7: Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. (Based on National Standard # 13)

Academic Cross Walk

Mathematics

- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 6.6.2. Design a product or solution to a problem given constraints (e.g., limits of time, costs, materials and environmental factors)
- 7.6.3. Know intended benefits and unintended consequences result from the development and use of technologies
- 7.7.1. Know how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.8.1. Understand how science is influenced by human qualities (e.g., reasoning, insightfulness, creativity, life-long learning)
- 9-10.6.2. Know how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CDROMs)
- 11-12.6.3 Explain how designing and implementing technology requires weighing trade-offs between positive and negative impacts on humans and the environment

Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. (Based on National Standard # 6)

Topic 1: Describe factors that influence nutrition practices across the life span.

Student Competencies

Introductory

8.1.1 Define components of individual and family wellness (i.e., physical, emotional, social, and intellectual)

Core

8.1.2 Describe components of individual and family wellness (i.e., physical, emotional, social, and intellectual)

8.1.3 Describe the impact of psychological, cultural, and social influences on food choice and other nutrition practices

8.1.4 Identify the governmental, economic, and technological influences on food choices and practices (e.g., Food Guide Pyramid, Nutrition Guidelines, Nutrition Labeling, etc.)

Advanced

8.1.5 Investigate the impact of global and local events and conditions on food choices and practices

8.1.6 Examine legislation and regulations related to nutrition and wellness issues

8.1.7 Discuss the governmental, economic, and technological influences on food choices and practices (e.g., food budget and inflation)

Keys to Employability

Basic Skills

1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills

1. Creative Thinking→ Generates new ideas.
2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving→ Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. *(Based on National Standard # 6)*

Topic 2: Explain the nutritional needs of individuals and families in relation to health and wellness across the life span.

Student Competencies

Introductory

8.2.1 Describe the effect of nutrition on health, appearance, and peak performance.

Core

8.2.2 Explain the relationship of nutrition and wellness to individual and family health throughout the life span

8.2.3 Describe the impact of food and diet fads, food addictions, and eating disorders on wellness

8.2.4 Analyze sources of food and nutrition information (e.g., food labels related to health and wellness, etc.)

Advanced

8.2.5 Analyze sources of food and nutrition information (e.g., websites, publications relating to health and wellness)

Keys to Employability

Personal Qualities

1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
5. Integrity/Honesty→ Chooses ethical courses of action.

Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. *(Based on National Standard # 6)*

Topic 3: Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

Student Competencies

Introductory

8.3.1 Describe purposes of guidelines in planning to meet nutrition and wellness needs (e.g. food pyramid, dietary guidelines, RDAs, etc)

Core

8.3.2 Apply guidelines in planning to meet nutrition and wellness needs (e.g. food pyramid, dietary guidelines, RDAs, etc)

8.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods

Advanced

8.3.4 Describe health and nutrition needs of individuals and families with special requirements (e.g., diseases, elderly, pregnant, athletes, etc.)

Keys to Employability

Resources

1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. *(Based on National Standard # 6)*

Topic 4: Evaluate factors that affect food safety, from production to consumption.

Student Competencies

Introductory

8.4.1 Define and apply conditions and practices that promote safe food handling (e.g., food borne illnesses, etc.)

Core

8.4.2 Demonstrate practices that promote safe food handling

8.4.3 Describe safety and sanitation practices throughout the food production cycle

Advanced

8.4.4 Determine how changes in national and international food production and distribution systems impact the food supply

8.4.5 Identify federal, state, and local inspection and labeling systems that protect the health of individuals and the public

8.4.6 Investigate public dialogue about food safety and sanitation

Keys to Employability

Interpersonal

1. Participates as a Member of a Team→ Contributes to group effort.
2. Teaches Others New Skills
3. Serves Clients/Customers→ Works to satisfy customers' expectations.
4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. *(Based on National Standard # 6)*

Topic 5: Evaluate the impact of science and technology on food composition, safety, and other issues.

Student Competencies

Core

8.5.1 Explain how the scientific and technical advances in food processing, storage, product development, and distribution impact nutrition and wellness.

8.5.2 Explain the impact of technological advances on selection, preparation, and home storage of food.

Advanced

8.5.3 Investigate how scientific and technical advances impact the nutrient content, availability, and safety of foods

8.5.4 Investigate the effects of food science and technology on meeting nutritional needs (e.g., genetically modified foods, food processing, etc.)

Keys to Employability

Information

1. Acquires and Evaluates Information
2. Organizes and Maintains Information
3. Interprets and Communicates Information
4. Uses Computers to Process Information

Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. *(Based on National Standard # 6)*

Topic 6: Apply wellness practices that enhance individual and family wellness.

Student Competencies

Introductory

8.6.1 Define factors of individual and family wellness (i.e., physical, emotional, social, and intellectual)

Core

8.6.2 Describe factors of individual and family wellness (i.e., physical, emotional, social, and intellectual)

8.6.3 Apply concepts needed to enhance and promote personal wellness (e.g., leisure activities, stress management, coping skills, etc.)

8.6.4 Apply decision making skills to choices that affect personal wellness

Keys to Employability

Systems

1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology

1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. (Based on National Standard # 6)

Academic Cross Walk

English Language Arts

- 9.1.2. Cross-reference information.
- 9.1.3. Evaluate relevancy of information.
- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.1.5. Summarize information
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.2.7. Access prior knowledge to interpret meaning
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.1.3. Gather reliable information to support a thesis
- 10.1.7. Paraphrase information
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.1.3. Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise
- 11.1.4. Verify the quality, accuracy, and usefulness of information
- 11.1.5. Synthesize information in a logical sequence.
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.2.6. Apply prior knowledge of content to interpret meaning of text
- 11.3.1. Gather information supporting multiple sides of an issue
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 11.5.5. Evaluate the impact of media messages on daily life and politics

Health

- 8.1.1 Understand physical, intellectual, social, and emotional changes throughout the life cycle.
- 8.2.2 Know the benefits of nutrition and physical activity as they relate to total wellness.
- 8.2.3 Know sources, symptoms, and treatment of diseases and other health problems.
- 8.3.1 Know that family, community, culture, media, technology, and other factors have an impact on health practices.
- 8.4.3 Know strategies for coping with peer pressure.
- 8.4.4 Understand how health and learning are affected by nutrition, physical activity, drugs and sex.
- 8.5.1 Know strategies and skills that are used to attain personal health goals.
- 8.7.1 Know how to distinguish between myths and facts related to health issues.
- 8.7.2 Know various communication methods to accurately express health information.
- 8.7.3 Understand how to influence and support others in making positive health choices.
- 12.1.1 Understand the interrelationships of intellectual, emotional, social, spiritual, and physical health throughout life.
- 12.1.2 Understand the interrelationships of family and individual health.
- 12.1.5 Understand the impact of personal health behaviors on the functioning of body systems.
- 12.1.6 Understand the importance of prenatal and perinatal care to both mother and child.
- 12.2.1 Understand how the body's systems function to prevent or combat disease.
- 12.2.3 Know how to assess behaviors and their relationships to health promotion and disease prevention.
- 12.2.4 Understand the social, political, and economic effects of disease on individuals, families, and communities.
- 12.3.1 Know how the community, media, and technology can influence the health of individuals.
- 12.3.2 Understand how cultural diversity enriches and challenges health behaviors.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.
- 12.4.2 Know how to set personal health goals and design a specific plan to enhance health for quality of life.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.
- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.5.2 Know strategies to use for health enhancement.
- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.2 Know factors that influence personal selection of health care resources, products, and services.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.5 Know situations that require professional health services in the areas of prevention, treatment, and rehabilitation.
- 12.6.6 Know local, state, federal, and private agencies that protect and/or inform the consumer.
- 12.7.1 Know how to express information and opinions about health issues.
- 12.7.3 Know how to influence and support others in making positive health choices.
- 12.7.4 Know how to work cooperatively when advocating for healthy communities.

Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. (Based on National Standard # 6)

Academic Cross Walk

Mathematics

- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.4 Given a conversion factor, convert between standard and metric Measurements
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 6.6.2. Design a product or solution to a problem given constraints (e.g., limits of time, costs, materials and environmental factors)
- 6.7.1. Understand how natural hazards affect populations, resources, and the environment (e.g., floods, storms, hurricanes, volcanoes, earthquakes)
- 6.7.2. Understand how recycling and conservation affect populations, resources, and the environment
- 7.2.1. Communicate the results of scientific investigations using an appropriate format (e.g., journals, lab reports, diagrams, presentations, discussions)
- 7.7.1. Know how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.3. Understand how overpopulation affects organisms, resources, and environments (e.g., depletion of food resources, habitat availability, increased loss due to disease, parasites and predators)
- 8.3.1. Know the difference between elements and compounds
- 8.3.2. Understand the relation between phases of matter and temperature
- 8.7.1. Understand the interaction of science and technology with social issues (e.g., mining, natural disasters)
- 9-10.2.5. Design and conduct a guided investigation
- 9-10.2.7. Analyze data found in tables, charts, and graphs to formulate conclusions
- 9-10.3.5. Recognize the reactants and products in a chemical reaction
- 9-10.6.2. Know how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CDROMs)
- 9-10.7.1. Understand how personal health is related to fitness, substance abuse, sexual activity, and nutrition
- 9-10.7.2. Understand factors that affect populations (e.g., food webs, carrying capacity, overpopulation, disease, food supply, algal blooms, resources, conservation practices)
- 11-12.2.10. Understand that new knowledge and methods emerge from different types of investigations and public communication among scientists
- 11-12.6.3 Explain how designing and implementing technology requires weighing trade-offs between positive and negative impacts on humans and the environment
- 11-12.7.1. Know the impact of environmental laws and policies on the environment and society
- 11-12.7.2. Explain ways renewable and nonrenewable resources are managed (e.g., land reclamation, forest management, CRP, hunting licenses, energy –conserving technologies)
- 11-12.7.4. Explain how science and technology can influence personal, industrial, and cultural decision-making (e.g., organ transplants, cloning, stem cell research, genetic manipulation, use of genetic profile, archeological discoveries, land management, resource management)

Standard 9: Parenting – Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. (*Based on National Standard # 15*)

Topic 1: Identify roles and responsibilities of parenting.

Student Competencies

Introductory

9.1.1 Identify parenting roles across the life span

Core

9.1.2 Define expectations and responsibilities of parenting.

9.1.3 Describe the impact of parenting practices on the individual, family, and society.

9.1.4 Describe societal conditions that impact parenting across the life span (e.g., dual income families, war, famine, single parent families, family isolation, etc.)

Advanced

9.1.5 Compare and contrast cultural differences in roles and responsibilities of parenting.

Keys to Employability

Basic Skills

1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills

1. Creative Thinking→ Generates new ideas.
2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving→ Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 9: Parenting – Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. (*Based on National Standard # 15*)

Topic 2: Identify roles and responsibilities of parenting.

Student Competencies

Introductory

- 9.2.1 Identify nurturing practices that support human growth and development (e.g., showing affection, support, praise, etc.)
- 9.2.2 List signs of child abuse and neglect

Core

- 9.2.3 Explain nurturing practices that support human growth and development
- 9.2.4 Describe the impact of abuse and neglect on children and families
- 9.2.5 Investigate methods for preventing abuse and neglect
- 9.2.6 Select communication strategies that promote positive self-esteem in family members
- 9.2.7 Define and explain discipline, punishment, and guidance
- 9.2.8 Determine criteria for selecting care and services for children

Advanced

- 9.2.9 Investigate the societal impacts of positive and negative parenting practices
- 9.2.10 Evaluate strengths and weakness of child care programs
- 9.2.11 Investigate emerging research on human growth and development

Keys to Employability

Personal Qualities

- 1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
- 2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
- 3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
- 4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- 5. Integrity/Honesty→ Chooses ethical courses of action.

Resources

- 1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- 3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
- 4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal

- 1. Participates as a Member of a Team→ Contributes to group effort.
- 2. Teaches Others New Skills
- 3. Serves Clients/Customers→ Works to satisfy customers' expectations.
- 4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- 5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
- 6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Standard 9: Parenting – Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. (*Based on National Standard # 15*)

Topic 3: Identify external support systems that provide services for parents.

Student Competencies

Core

- 9.3.1 List community resources and services available to families

Advanced

- 9.3.2 Review current laws and policies related to parenting
- 9.3.3 Research community resources that provide opportunities related to parenting

Keys to Employability

Information

1. Acquires and Evaluates Information
2. Organizes and Maintains Information
3. Interprets and Communicates Information
4. Uses Computers to Process Information

Standard 9: Parenting – Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. (*Based on National Standard # 15*)

Topic 4: Analyze physical and emotional factors related to beginning the parenting process.

Student Competencies

Introductory

- 9.4.1 List the factors of prenatal development and birth in relation to the health of the parents and child

Core

- 9.4.2 Discuss factors of prenatal development and birth in relation to the health of the parents and child (e.g. communicable disease, substance abuse, weight management, etc.)
- 9.4.3 Describe physical processes related to prenatal development, birth, and health of child and mother
- 9.4.4 List alternatives to biological parenthood

Advanced

- 9.4.5 Examine implications of alternatives to biological parenthood
- 9.4.6 Determine legal and ethical impacts of technology (e.g., in vitro, stem cell research, choosing characteristics, etc.)

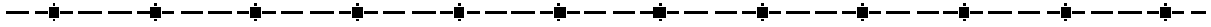
Keys to Employability

Systems

1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology

1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.



Standard 9: Parenting – Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. (*Based on National Standard # 15*)

Academic Cross Walk

English Language Arts

- 9.1.1. Formulate a preliminary thesis statement
- 9.1.2. Cross-reference information.
- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.1.5. Summarize information
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.2.7. Access prior knowledge to interpret meaning
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.1.1. Form questions to focus research.
- 10.1.2. Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search
- 10.1.3. Gather reliable information to support a thesis
- 10.1.4. Use relevant information.
- 10.1.5. Organize information from a variety of sources into a unified whole.
- 10.1.7. Paraphrase information
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages
- 10.5.4. Analyze media messages
- 11.1.1. Research topics independently using appropriate sources
- 11.1.2. Evaluate and incorporate information from primary sources; e.g., interviews and surveys
- 11.1.3. Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise
- 11.1.5. Synthesize information in a logical sequence.
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.3.1. Gather information supporting multiple sides of an issue
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 11.5.5. Evaluate the impact of media messages on daily life and politics
- 12.1.2. Determine purpose; e.g., inform, persuade
- 12.1.3. Develop a research question

Health

- 8.1.1 Understand physical, intellectual, social, and emotional changes throughout the life cycle.
- 8.1.2 Understand the processes of conception, prenatal development, and birth.
- 8.1.3 Understand physical, intellectual, social, and emotional changes associated with puberty and adolescence.
- 8.3.3 Know how the physical environment can affect personal health.
- 8.4.4 Understand how health and learning are affected by nutrition, physical activity, drugs and sex.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.5.3 Know consequences of specific risk behaviors for one's self and others.
- 8.5.4 Understand precautions related to personal safety.
- 8.5.5 Know risks associated with harmful chemicals and drugs.
- 8.6.1 Know how to locate and use community resources and services that provide valid health information.
- 8.6.2 Know situations that require professional health services.
- 8.6.3 Know the validity and cost of common health information, products, and services.
- 8.7.2 Know various communication methods to accurately express health information.
- 8.7.3 Understand how to influence and support others in making positive health choices.
- 12.1.1 Understand the interrelationships of intellectual, emotional, social, spiritual, and physical health throughout life.
- 12.1.2 Understand the interrelationships of family and individual health.
- 12.1.3 Understand physical, intellectual, social, and spiritual changes that occur throughout life, and how these changes differ among individuals.
- 12.1.4 Understand how physical, intellectual, social, and cultural factors influence attitudes and behaviors regarding sexuality.
- 12.1.6 Understand the importance of prenatal and perinatal care to both mother and child.
- 12.2.2 Understand the importance of regular physical examinations in detecting and treating diseases early.
- 12.2.4 Understand the social, political, and economic effects of disease on individuals, families, and communities.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.
- 12.4.1 Know how use, misuse, and abuse of alcohol, tobacco, and other drugs can play a role in dangerous behavior and can have adverse consequences for the community.
- 12.5.2 Know strategies to use for health enhancement.
- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.2 Know factors that influence personal selection of health care resources, products, and services.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.4 Understand the cost and accessibility of a variety of health care services.
- 12.6.6 Know local, state, federal, and private agencies that protect and/or inform the consumer.
- 12.7.3 Know how to influence and support others in making positive health choices.

Standard 9: Parenting – Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. (*Based on National Standard # 15*)

Academic Cross Walk

Mathematics

- 8.2.8 Use two-dimensional representations of three-dimensional objects to visualize and solve problems; e.g., those involving surface area and volume
- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 9-10.4.4. Understand how DNA, genes, and chromosomes are related
- 9-10.4.10. Explain the energy and organization related to trophic pyramids
- 9-10.6.1. Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2. Know how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)
- 11-12.4.1. Explain the importance of cell differentiation in the development of multi-cellular organisms
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)
- 11-12.6.3 Explain how designing and implementing technology requires weighing trade-offs between positive and negative impacts on humans and the environment

Standard 10: Textiles and Apparel - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. *(Based on National Standard # 16)*

Topic 1: Evaluate fiber and textile materials.

Student Competencies

Core

- 10.1.1 Identify and compare manufactured and natural fibers.
- 10.1.2 Determine performance characteristics of fibers and textiles.
- 10.1.3 Assess effects of textile characteristics (e.g., on design, construction, care, use and maintenance, health issues/allergens of products.)
- 10.1.4 Select appropriate procedures for care of textiles products.

Advanced

- 10.1.5 Review textiles legislation, standards, and labeling in the global economy.

Keys to Employability

Basic Skills

- 1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- 2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- 3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- 4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
- 5. Speaking→ Organizes ideas and communicates orally.

Standard 10: Textiles and Apparel - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. *(Based on National Standard # 16)*

Topic 2: Demonstrate skills needed to produce, alter, or repair textiles products and apparel.

Student Competencies

Introductory

- 10.2.1 Identify equipment, tools, and supplies and their purpose in apparel and textile construction.

Core

- 10.2.2 Utilize appropriate equipment for apparel and textile construction.
- 10.2.3 Explain construction terminology.
- 10.2.4 Demonstrate basic skills for producing and altering textiles products and apparel (e.g. measuring, pressing, machine operation, etc.)

Advanced

- 10.2.5 Explore current technology and trends that facilitate design and production of textiles products and apparel.

Keys to Employability

Thinking Skills

- 1. Creative Thinking→ Generates new ideas.
- 2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- 3. Problem Solving→ Recognizes problems and devises and implements plan of action.
- 4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
- 5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
- 6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 10: Textiles and Apparel - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. *(Based on National Standard # 16)*

Topic 3: Demonstrate apparel and textiles design skills.

Student Competencies

Core

10.3.1 Recognize elements and principles of design (e.g. balance, color, texture, etc.)

Advanced

10.3.2 Apply elements and principles of design (e.g. balance, color, texture, etc.)

Keys to Employability

Personal Qualities

1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
5. Integrity/Honesty→ Chooses ethical courses of action.

Standard 10: Textiles and Apparel - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. *(Based on National Standard # 16)*

Topic 4: Evaluate consumer skills necessary for textiles and apparel purchasing.

Student Competencies

Introductory

10.4.1 Identify factors that influence textiles and apparel purchasing (e.g. name brands, age, special needs, occupational needs, budget, etc.)

Core

10.4.2 Recognize the consumer skills needed for the effective use of resources. (e.g. repair, alterations, mass produced vs. self-constructed, etc.)

Advanced

10.4.3 Assess ethical considerations for purchasing apparel and textiles products (e.g. USA made vs. third-world, natural fur vs. fake-fur, etc.)

Keys to Employability

Resources

1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Standard 10: Textiles and Apparel - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (*Based on National Standard # 16*)

Topic 5: Examine historical, cultural, and social influences on textiles and apparel.

Student Competencies

Core

- 10.5.1 Explore customs and social norms.
- 10.5.2 Recognize historical, cultural, and social influences on current textiles and apparel trends

Keys to Employability

Interpersonal

1. Participates as a Member of a Team→ Contributes to group effort.
2. Teaches Others New Skills
3. Serves Clients/Customers→ Works to satisfy customers' expectations.
4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Information

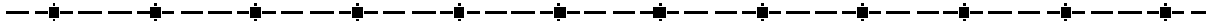
1. Acquires and Evaluates Information
2. Organizes and Maintains Information
3. Interprets and Communicates Information
4. Uses Computers to Process Information.

Systems

1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology

1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.



Standard 10: Textiles and Apparel - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. *(Based on National Standard # 16)*

Academic Cross Walk

English Language Arts

- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.1.5. Summarize information
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.2.7. Access prior knowledge to interpret meaning
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.1.5. Organize information from a variety of sources into a unified whole.
- 10.1.7. Paraphrase information
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages
- 10.5.4. Analyze media messages
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.2.6. Apply prior knowledge of content to interpret meaning of text
- 11.3.1. Gather information supporting multiple sides of an issue
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 11.5.5. Evaluate the impact of media messages on daily life and politics
- 12.2.8. Use technical language/jargon to decipher meaning
- 12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint.

Health

- 8.5.4 Understand precautions related to personal safety.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.

Standard 10: Textiles and Apparel - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. *(Based on National Standard # 16)*

Academic Cross Walk

Mathematics

- 8.2.8 Use two-dimensional representations of three-dimensional objects to visualize and solve problems; e.g., those involving surface area and volume
- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.2.3 Use trigonometric relationships and the Pythagorean Theorem to determine side lengths and angle measures in right triangles
- 9-10.2.9 Construct plane figures using traditional and/or technological tools; i.e., congruent segments, congruent angles, angle and segment bisectors, perpendicular and parallel lines
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.4 Given a conversion factor, convert between standard and metric Measurements
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 6.5.4. Know the basic characteristics (e.g., composition, rings) of objects (e.g., planets, sun, small bodies) in the solar system
- 6.7.1. Understand how natural hazards affect populations, resources, and the environment (e.g., floods, storms, hurricanes, volcanoes, earthquakes)
- 6.7.2. Understand how recycling and conservation affect populations, resources, and the environment
- 7.2.1. Communicate the results of scientific investigations using an appropriate format (e.g., journals, lab reports, diagrams, presentations, discussions)
- 7.6.3. Know intended benefits and unintended consequences result from the development and use of technologies
- 7.7.3. Understand how overpopulation affects organisms, resources, and environments (e.g., depletion of food resources, habitat availability, increased loss due to disease, parasites and predators)
- 8.2.3. Use basic mathematics and statistics (e.g., operations, mean, median, mode, range, and estimation) to interpret quantitative data
- 8.3.1. Know the difference between elements and compounds
- 8.3.2. Understand the relation between phases of matter and temperature
- 9-10.6.1. Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2. Know how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CDROMs)
- 9-10.7.2. Understand factors that affect populations (e.g., food webs, carrying capacity, overpopulation, disease, food supply, algal blooms, resources, conservation practices)
- 9-10.8.2. Understand how views and attitudes have influenced the development of science (e.g., religion, previous knowledge, cultural tradition, superstition, folklore, legends)
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)
- 11-12.6.3 Explain how designing and implementing technology requires weighing trade-offs between positive and negative impacts on humans and the environment
- 11-12.7.2. Explain ways renewable and nonrenewable resources are managed (e.g., land reclamation, forest management, CRP, hunting licenses, energy –conserving technologies)
- 11-12.7.4. Explain how science and technology can influence personal, industrial, and cultural decision-making (e.g., organ transplants, cloning, stem cell research, genetic manipulation, use of genetic profile, archeological discoveries, land management, resource management)
- 11-12.8.1. Know the criteria that scientific explanations must meet to be considered valid (e.g., must be based on consistent and repeatable data, be consistent with experimental and observational evidence about nature, make accurate predictions about systems being studied, be logical, report methods and results, be open to question and reexamination, respect rules of evidence)

Occupational Standards

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. *(Based on National Standard # 4)*

Topic 1: Analyze career paths within early childhood, education, and services.

Competencies

Core

- 11.1.1 Determine the roles and functions of individuals engaged in early childhood, education, and services.
- 11.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 11.1.3 Examine education and training requirements and opportunities for career paths in early childhood, education, and services.
- 11.1.4 Examine the impact of early childhood, education, and services occupations on local, state, national, and global economies.

Keys to Employability

Basic Skills

- 1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- 2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- 3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- 4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
- 5. Speaking→ Organizes ideas and communicates orally.

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. *(Based on National Standard # 4)*

Topic 2: Analyze developmentally appropriate practices to plan for early childhood, education, and services.

Competencies

Core

- 11.2.1 Examine child development theories and their implications for educational and childcare practices.
- 11.2.2 Determine a variety of assessment methods to observe and interpret children's growth and development.
- 11.2.3 Consider cultural and environmental influences when assessing children's development.
- 11.2.4 Determine special needs of children.
- 11.2.5 Put into effect strategies that promote children's growth and development.

Keys to Employability

Thinking Skills

- 1. Creative Thinking→ Generates new ideas.
- 2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- 3. Problem Solving→ Recognizes problems and devises and implements plan of action.
- 4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
- 5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
- 6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. *(Based on National Standard # 4)*

Topic 3: Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.

Competencies

Core

- 11.3.1 Examine a variety of curriculum and instructional models.
- 11.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 11.3.3 Implement an integrated curriculum that incorporates a child’s language, learning styles, home experiences, and cultural values.
- 11.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
- 11.3.5 Arrange learning centers that provide for children’s exploration, discovery, and development.
- 11.3.6 Establish activities, routines, and transitions.

Keys to Employability

Personal Qualities

- 1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
- 2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
- 3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
- 4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- 5. Integrity/Honesty→ Chooses ethical courses of action.

Resources

- 1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- 3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
- 4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal

- 1. Participates as a Member of a Team→ Contributes to group effort.
- 2. Teaches Others New Skills
- 3. Serves Clients/Customers→ Works to satisfy customers’ expectations.
- 4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- 5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
- 6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. *(Based on National Standard # 4)*

Topic 4: Demonstrate a safe and healthy learning environment for children.

Competencies

Core

- 11.4.1 Manage physical space to maintain a safe and healthy environment.
- 11.4.2 Apply safe and healthy practices that comply with state regulations.
- 11.4.3 Implement strategies to teach children health, safety, and sanitation habits.
- 11.4.4 Provide safe and healthy meals and snacks.
- 11.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
- 11.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
- 11.4.7 Demonstrate security and emergency procedures.

Keys to Employability

Information

- 1. Acquires and Evaluates Information
- 2. Organizes and Maintains Information
- 3. Interprets and Communicates Information
- 4. Uses Computers to Process Information.

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. *(Based on National Standard # 4)*

Topic 5: Demonstrate techniques for positive collaborative relationships with children.

Competencies

Core

- 11.5.1 Establish developmentally appropriate guidelines for behavior.
- 11.5.2 Demonstrate problem-solving skills with children.
- 11.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
- 11.5.4 Implement strategies for constructive and supportive interactions between children and families.
- 11.5.5 Present information to parents regarding developmental issues and concerns related to children. se or neglect to the designated authorities.

Keys to Employability

Systems

- 1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
- 2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
- 3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. (*Based on National Standard # 4*)

Topic 6: Demonstrate professional practices and standards related to working with children.

Competencies

Core

- 11.6.1 Utilize opportunities for continuing training and education.
- 11.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
- 11.6.3 Implement federal, state, and local standards, policies, regulations, and laws which impact children, families, and programs.
- 11.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
- 11.6.5 Apply business management skills to planning businesses in early childhood, education, and services.

Keys to Employability

Technology

- 1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
- 2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
- 3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. (*Based on National Standard # 4*)

Academic Cross Walk

English Language Arts

- 9.1.2. Cross-reference information.
- 9.1.3. Evaluate relevancy of information.
- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.2.7. Access prior knowledge to interpret meaning
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.1.1. Form questions to focus research.
- 10.1.4. Use relevant information.
- 10.1.5. Organize information from a variety of sources into a unified whole.
- 10.1.9. Develop an outline
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.1.2. Evaluate and incorporate information from primary sources; e.g., interviews and surveys.
- 11.1.4. Verify the quality, accuracy, and usefulness of information.
- 11.1.5. Synthesize information in a logical sequence.
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.2.6. Apply prior knowledge of content to interpret meaning of text.
- 11.3.1. Gather information supporting multiple sides of an issue
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 11.5.5. Evaluate the impact of media messages on daily life and politics
- 12.1.1. Plan a research strategy.
- 12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint
- 12.5.3. Evaluate instances of gender equity and political correctness in media messages

Health

- 8.1.1 Understand physical, intellectual, social, and emotional changes throughout the life cycle.
- 8.1.2 Understand the processes of conception, prenatal development, and birth.
- 8.1.3 Understand physical, intellectual, social, and emotional changes associated with puberty and adolescence.
- 8.3.3 Know how the physical environment can affect personal health.
- 8.4.4 Understand how health and learning are affected by nutrition, physical activity, drugs and sex.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.5.3 Know consequences of specific risk behaviors for one's self and others.
- 8.5.4 Understand precautions related to personal safety.
- 8.5.5 Know risks associated with harmful chemicals and drugs.
- 8.6.1 Know how to locate and use community resources and services that provide valid health information.
- 8.6.2 Know situations that require professional health services.
- 8.6.3 Know the validity and cost of common health information, products, and services.
- 8.7.2 Know various communication methods to accurately express health information.
- 8.7.3 Understand how to influence and support others in making positive health choices.
- 12.1.1 Understand the interrelationships of intellectual, emotional, social, spiritual, and physical health throughout life.
- 12.1.2 Understand the interrelationships of family and individual health.
- 12.1.3 Understand physical, intellectual, social, and spiritual changes that occur throughout life, and how these changes differ among individuals.
- 12.1.4 Understand how physical, intellectual, social, and cultural factors influence attitudes and behaviors regarding sexuality.
- 12.1.6 Understand the importance of prenatal and perinatal care to both mother and child.
- 12.2.2 Understand the importance of regular physical examinations in detecting and treating diseases early.
- 12.2.4 Understand the social, political, and economic effects of disease on individuals, families, and communities.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.
- 12.4.1 Know how use, misuse, and abuse of alcohol, tobacco, and other drugs can play a role in dangerous behavior and can have adverse consequences for the community.
- 12.5.2 Know strategies to use for health enhancement.
- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.2 Know factors that influence personal selection of health care resources, products, and services.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.4 Understand the cost and accessibility of a variety of health care services.
- 12.6.6 Know local, state, federal, and private agencies that protect and/or inform the consumer.
- 12.7.3 Know how to influence and support others in making positive health choices.

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. *(Based on National Standard # 4)*

Academic Cross Walk

Mathematics

- 8.2.9 Use two-dimensional representations of three-dimensional objects to visualize and solve problems; e.g., those involving surface area and volume
- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 9-10.4.4. Understand how DNA, genes, and chromosomes are related
- 9-10.4.10. Explain the energy and organization related to trophic pyramids
- 9-10.6.1. Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2. Know how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)
- 11-12.4.1. Explain the importance of cell differentiation in the development of multi-cellular organisms
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)
- 11-12.6.3 Explain how designing and implementing technology requires weighing trade-offs between positive and negative impacts on humans and the environment

Occupational Standards

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 1: Analyze career paths within the food production and food services industries.

Competencies

Core

- 12.1.1 Determine the roles and functions of individuals engaged in food production and services careers.
- 12.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 12.1.3 Examine education and training requirements and opportunities for career paths in food production and services.
- 12.1.4 Examine the impact of food production and services occupations on local, state, national, and global economies.

Keys to Employability

Basic Skills

- 1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- 2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- 3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- 4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
- 5. Speaking→ Organizes ideas and communicates orally.

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 2: Demonstrate food safety and sanitation procedures.

Competencies

Core

- 12.2.1 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.
- 12.2.2 Demonstrate waste disposal and recycling methods.
- 12.2.3 Demonstrate ability to maintain necessary records to document time and temperature control, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.

Keys to Employability

Thinking Skills

- 1. Creative Thinking→ Generates new ideas.
- 2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- 3. Problem Solving→ Recognizes problems and devises and implements plan of action.
- 4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
- 5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
- 6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 3: Demonstrate selecting, using, and maintaining food production equipment.

Competencies

Core

- 12.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
- 12.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.
- 12.3.3 Demonstrate procedures for cleaning and sanitizing equipment.
- 12.3.4 Examine efficiency of equipment purchases based on long-term business needs, specific regulations, and codes related to foods.
- 12.3.5 Demonstrate procedures for storage of equipment and tools

Keys to Employability

Personal Qualities

- 1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
- 2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
- 3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
- 4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- 5. Integrity/Honesty→ Chooses ethical courses of action.

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 4: Demonstrate planning menu items based on standardized recipes to meet customer needs.

Competencies

Core

- 12.4.1 Use computer based menu systems.
- 12.4.2 Apply menu-planning principles to develop and modify menus.
- 12.4.3 Examine food and equipment needed for menus.
- 12.4.4 Do menu layout and design.
- 12.4.5 Prepare requisitions for production requirements.
- 12.4.6 Record performance of menu items.

Keys to Employability

Resources

- 1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- 3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
- 4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 5: Demonstrate commercial preparation for all menu categories to produce a variety of food products.

Competencies

Core

- 12.5.1 Demonstrate skills in knife, tool, and equipment handling.
- 12.5.2 Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, working, convection, microwaving, and other emerging technologies.
- 12.5.3 Utilize weights and measures to demonstrate proper scaling and measurement techniques.
- 12.5.4 Apply the fundamentals of time and temperature to cooking, cooling, and reheating of a variety of foods.
- 12.5.5 Prepare various meats, seafood, and poultry.
- 12.5.6 Prepare various stocks, soups, and sauces.
- 12.5.7 Prepare various fruits, vegetables, starches, and farinaceous items.
- 12.5.8 Prepare various salads, dressings, marinades, and spices.
- 12.5.9 Prepare sandwiches, canapés, and appetizers.
- 12.5.10 Prepare baked goods and desserts.
- 12.5.11 Prepare breakfast meats, eggs, cereals, and batter products.
- 12.5.12 Demonstrate food presentation techniques
- 12.5.13 Examine the applicability of convenience food items.

Keys to Employability

Interpersonal

- 1. Participates as a Member of a Team→ Contributes to group effort.
- 2. Teaches Others New Skills
- 3. Serves Clients/Customers→ Works to satisfy customers' expectations.
- 4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- 5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
- 6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Information

- 1. Acquires and Evaluates Information
- 2. Organizes and Maintains Information
- 3. Interprets and Communicates Information
- 4. Uses Computers to Process Information.

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 6: Demonstrate implementation of food service management functions.

Competencies

Core

- 12.6.1 Apply principles of purchasing and receiving in food service operations.
- 12.6.2 Practice inventory procedures including first-in first-out concept, date markings, and specific record keeping.
- 12.6.3 Apply accounting principles in planning and forecasting profit and loss.
- 12.6.4 Examine the areas of legal liability within the food service industry.
- 12.6.5 Verify human resource policies including rules, regulations, laws, and hiring/compensation/overtime.
- 12.6.6 Apply the procedures involved in staff planning, recruiting, interviewing, selecting, and scheduling of employees.
- 12.6.7 Conduct staff orientation, regular training and education, and on-the-job training/retraining.
- 12.6.8 Implement marketing plan for food service operations.
- 12.6.9 Design internal/external disaster plan.

Keys to Employability

Systems

- 1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
- 2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
- 3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 7: Demonstrate the concept of internal and external customer service.

Competencies

Core

- 12.7.1 Examine the role of service as a strategic component of performance.
- 12.7.2 Demonstrate quality services which exceed the expectations of customers.
- 12.7.3 Examine the relationship between employees and customer satisfaction.
- 12.7.4 Apply strategies for resolving complaints.
- 12.7.5 Demonstrate sensitivity to diversity and individuals with special needs.

Keys to Employability

Technology

- 1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
- 2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
- 3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Academic Cross Walk

English Language Arts

- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.1.5. Summarize information
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches
- 9.2.7. Access prior knowledge to interpret meaning
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose
- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.1.5. Organize information from a variety of sources into a unified whole.
- 10.1.7. Paraphrase information
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages
- 10.5.4. Analyze media messages
- 11.1.5. Synthesize information in a logical sequence.
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres
- 11.2.6. Apply prior knowledge of content to interpret meaning of text
- 11.3.1. Gather information supporting multiple sides of an issue
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 11.5.4. Evaluate the accuracy of details in media messages
- 11.5.5. Evaluate the impact of media messages on daily life and politics
- 12.2.8. Use technical language/jargon to decipher meaning

Health

- 8.1.1 Understand physical, intellectual, social, and emotional changes throughout the life cycle.
- 8.2.2 Know the benefits of nutrition and physical activity as they relate to total wellness.
- 8.2.3 Know sources, symptoms, and treatment of diseases and other health problems.
- 8.3.1 Know that family, community, culture, media, technology, and other factors have an impact on health practices.
- 8.3.2 Know how local, state, and federal efforts and policies on environmental issues impact health.
- 8.3.3 Know how the physical environment can affect personal health.
- 8.4.2 Understand the process of goal setting and how it affects health choices.
- 8.4.4 Understand how health and learning are affected by nutrition, physical activity, drugs, and sex.
- 8.5.1 Know strategies and skills that are used to attain personal health goals.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.5.4 Understand precautions related to personal safety.
- 12.1.1 Understand the interrelationships of intellectual, emotional, social, spiritual, and physical health throughout life.
- 12.2.1 Understand how the body's systems function to prevent or combat disease.
- 12.2.3 Know how to assess behaviors and their relationships to health promotion and disease prevention.
- 12.2.4 Understand the social, political, and economic effects of disease on individuals, families, and communities.
- 12.3.1 Know how the community, media, and technology can influence the health of individuals.
- 12.3.2 Understand how cultural diversity enriches and challenges health behaviors.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.
- 12.4.2 Know how to set personal health goals and design a specific plan to enhance health for quality of life.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.
- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.5.2 Know strategies to use for health enhancement.
- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.6 Know local, state, federal, and private agencies that protect and/or inform the consumer.
- 12.7.3 Know how to influence and support others in making positive health choices.
- 12.7.4 Know how to work cooperatively when advocating for healthy communities.

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

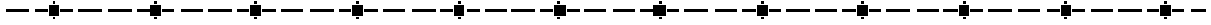
Academic Cross Walk

Mathematics

- 8.2.9 Use two-dimensional representations of three-dimensional objects to visualize and solve problems; e.g., those involving surface area and volume
- 8.3.8 Make inferences based on analysis of data and interpretation of graphs.
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation
- 9-10.1.4 Represent a set of data in a matrix
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.4 Given a conversion factor, convert between standard and metric Measurements
- 9-10.5.13 Interpret a graphical representation of a real-world situation

Science

- 6.6.2. Design a product or solution to a problem given constraints (e.g., limits of time, costs, materials and environmental factors)
- 6.7.1. Understand how natural hazards affect populations, resources, and the environment (e.g., floods, storms, hurricanes, volcanoes, earthquakes)
- 6.7.2. Understand how recycling and conservation affect populations, resources, and the environment
- 7.7.3. Understand how overpopulation affects organisms, resources, and environments (e.g., depletion of food resources, habitat availability, increased loss due to disease, parasites and predators)
- 7.8.1. Understand how science is influenced by human qualities (e.g., reasoning, insightfulness, creativity, life-long learning)
- 8.3.1. Know the difference between elements and compounds
- 8.3.2. Understand the relation between phases of matter and temperature
- 9-10.3.5. Recognize the reactants and products in a chemical reaction
- 9-10.6.2. Know how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CDROMs)
- 9-10.7.1. Understand how personal health is related to fitness, substance abuse, sexual activity, and nutrition
- 9-10.7.2. Understand factors that affect populations (e.g., food webs, carrying capacity, overpopulation, disease, food supply, algal blooms, resources, conservation practices)
- 9-10.8.1. Know theories have changed over time (e.g., alchemy, atomic structure, model of the solar system)
- 9-10.8.2. Understand how views and attitudes have influenced the development of science (e.g., religion, previous knowledge, cultural tradition, superstition, folklore, legends)
- 9-10.8.3. Understand the role of scientists in theoretical and applied science (e.g., careers, employment possibilities)
- 11-12.6.3 Explain how designing and implementing technology requires weighing trade-offs between positive and negative impacts on humans and the environment
- 11-12.7.4. Explain how science and technology can influence personal, industrial, and cultural decision-making (e.g., organ transplants, cloning, stem cell research, genetic manipulation, use of genetic profile, archeological discoveries, land management, resource management)



References

Bloom, B. S. (Ed.), Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: Handbook I: cognitive domain*. New York: David McKay.

Keys to Your Employability and Skills for a Lifetime: North Dakota Career Resource Network.

National Career Development Guidelines: America's Career Resource Network. 09/2004 Draft.

National Standards for Family and Consumer Sciences Education, NASAFACTS and V-TECS. Imperial Litho and Dryography: Phoenix, 1998

The North Dakota Standards and Benchmarks: English Language Arts, North Dakota Department of Public Instruction. August 2004.

The North Dakota Standards and Benchmarks: Health, North Dakota Department of Public Instruction. 2000.

The North Dakota Standards and Benchmarks: Mathematics, North Dakota Department of Public Instruction. January 2004.

The North Dakota Standards and Benchmarks: Science, North Dakota Department of Public Instruction. December 2004.